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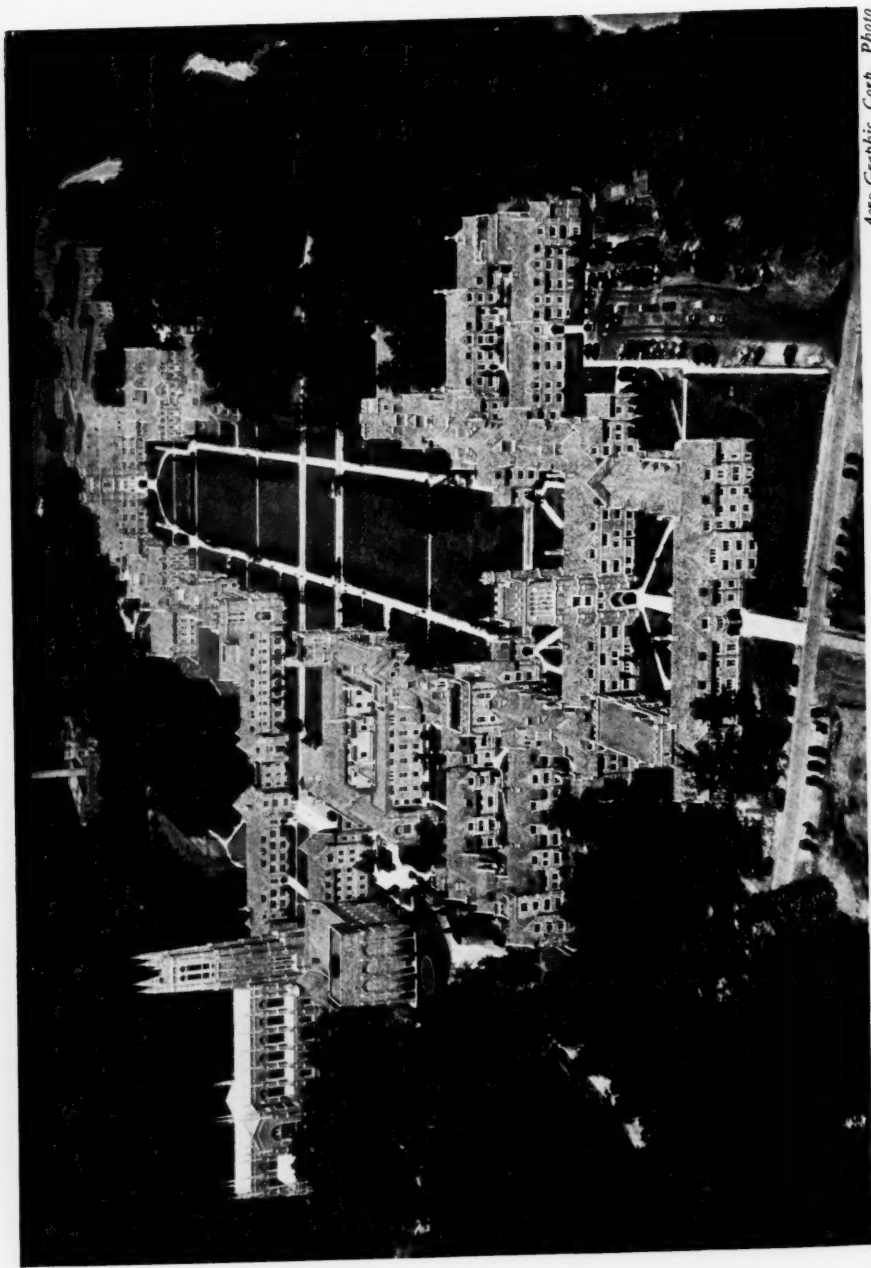
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AIR VIEW, WEST CAMPUS, DUKE UNIVERSITY, 1838-1938 (see p. 69).

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JOURNAL

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AMERICAN ASSOCIATION
of COLLEGIATE REGISTRARS

EDUCATIONAL TRENDS IN SOME EUROPEAN COUNTRIES¹

OSCAR HELMUTH WERNER

AN AMERICAN educator who attempts to understand and to evaluate the educational practices of a foreign country is confronted by several important demands. He should be at least somewhat familiar with the language used in the foreign country because the most intimate description of a school system may usually be found in the writings of native educators. He should have a knowledge of the general history of the country as well as an understanding of the history of its educational practices. He should appreciate the *Weltanschauung* of the foreign nation. He should understand the contemporary economic, political and social forces which are likely to find a reflex in education. He should have much first hand contact with the foreign country, which may come through extensive reading of the foreign nation's literature, through familiarity with its fine arts, and best of all through travel. Even if he can meet all of these demands the ceaseless changes in the life of an active nation are likely to make his knowledge of the educational practices in a foreign country largely out of date from decade to decade and sometimes from

¹ An address delivered before the last meeting of the Nebraska Association of Collegiate Registrars.

year to year. This statement is made at the outset to suggest to the reader that an honest attempt to give a true account of the educational practices in a foreign country may easily be vitiated by the rapid progress of events.

The purpose of this paper is to indicate the significant trends in three important aspects of contemporary European education, first, the centralization of education; second, the increase in educational opportunity; and third, the youth movement.

THE CENTRALIZATION OF EDUCATION

By centralization of education is meant the tendency to concentrate the control of education in the federal government. France offers the best example of centralization for it has the most centralized system in the world today. A minister of education in the national cabinet in Paris is at the head of the whole educational system of France. His ministry consists of six departments, one each for higher, secondary, elementary and vocational educational, one for fine arts and one for physical education and accounts. Each department in turn consists of a number of bureaux, higher education has three, secondary education has five, fine arts has six, and so on—a total of twenty-seven bureaux in the six departments. Each bureau has definite functions to perform. Thus one of the five bureaux in the department of elementary education engages in research, another is charged with the discipline in the elementary schools, a third with programs and supplies, a fourth with examinations, and a fifth with scholarships. Each bureau is in charge of a director and a staff. For educational purposes France is divided into academies. Each academy is in charge of a rector appointed by the national Minister of Education. The rector is also the president of the university in the academy (there is at least one university in each academy). The academy in turn is divided into departments, departments into arondissements, arondissements into cantons and cantons into communes, of which there are 38,000 in France. In each commune there is a Municipal School Commission of which the mayor is the chairman. This local commission is charged with three specific duties: enforcement of compulsory attendance, visitation of private schools, and provision for needy pupils. The liaison between the central office in Paris, the rector's office in the academy and the local school system is maintained by inspectors, some for secondary education, some for elementary schools. There are no local superin-

tendents of schools as we have them in our country. Thus the centralization of the French school system stands in strong contrast to the extreme localism in the United States.

Historically Germany has not been a strongly centralized nation. It was only after the Germans had been soundly threshed in the Napoleonic wars that they listened to their philosopher Fichte in his *Addresses to the German Nation* in which he urged the individualistic states to unite in a common cause. This union was only for political purposes. Although there was a national legislative body, a national army and navy and a national colonial policy, each state retained its own royal family, made many of its own laws much as our states do, and maintained its own culture. Dialects continued to flourish, local customs and traditions survived.

Progressive German educators before the recent World War agitated for a thorough reorganization of the whole German school system. They demanded a unified school program called the *Einheitschule*, a vertical school system to replace the traditional horizontal program so that all capable children might taste the fruits of extensive education; they asked for a universal common elementary school called the *Grundschule* which all boys and girls regardless of social status should attend; they pleaded for a social science curriculum which would not stress *Deutschtum* quite so much and international understanding more; they sought to substitute a more general course in *Lebenskunde* for the narrow denominational courses of the various religious bodies; they asked for the privilege of organizing parents' organizations and for permission of parents to visit the schoolrooms of the nation; in short, they desired less regimentation and indoctrination and more opportunity for discussion and understanding not only of their own life but of the life of the world outside of Germany.

With the coming of Hitler the federal government abolished states for political purposes and substituted provinces which are under Nazi control. The content and emphasis in the school curriculum is uniform throughout Germany. It is hoped that all Germans will think and act alike. Separate courses in religion taught by Catholics, Protestants or Jews have been abolished, so too the course in *Lebenskunde*. The religious emphasis has shifted to an inculcation of the doctrine that the Nazi movement is the natural expression of God's will. There is a national Komissar of Education in the federal government who stipulates what and how everything shall be done in the schools, even in

the universities. The courses and seminars in international conciliation have been converted into tools for teaching *Deutschtum*, the history text books must exalt Aryan race superiority. In short, the fascistic régime of Germany demands control by the national government of the subjects of instruction, of teachers, of admission of students to all grades of schools, and of entrance of people to numerous occupations.

In Italy the trend toward centralization finds its *raison d'être* mostly in the relative poverty of the country. Its national wealth is only twenty-five billion dollars as compared with our national wealth of three hundred billion. There are few raw materials so essential for an industrial civilization. The standards of living are low, the distribution of wealth is very unequal and there is much illiteracy. Italy entered the war on the side of the Allies because it felt that it had a better chance to get what it wanted most, namely, natural resources in the form of colonies. But the Versailles Treaty was niggardly in this respect with Italy. In addition the years immediately after the termination of the war brought huge deficits in the national treasury, the currency depreciated, the cost of living advanced and unemployment increased. This situation brought Benito Mussolini into Italian politics.

Mussolini was originally a member of the National Socialist party but when the members of that party embraced the ideals of the Communist Internationale, namely, world revolution and the establishment of a world state, and abandoned the national ideals of Italy and made this change objective by destroying Italian property and subordinating the welfare of Italians to the welfare of the world, Mussolini and his black shirts withdrew and organized the new party of Fascism. We know how in 1922 Mussolini marched on Rome, appropriated the cabinet, forced the king to accept him and his followers, held an election in which the Fascists gained control of the national legislative body which they promptly abolished, changed the courts to suit their needs and launched a movement to center all of the activities in Italy in the central Fascist government.

The function of schools in this new régime is to make fascists. There is a national minister of education appointed by Mussolini. This minister appoints his own staff. He selects the members of the Superior Council of Public Instruction, he appoints the provincial school officials called *provveditore* (there are 19 educational provinces in Italy), he appoints the members of the Council of Elementary Schools and of the Council of Secondary Schools. These two Councils prescribe the

curriculum in their respective fields. He appoints the rectors of the universities, the deans of the faculties and the directors of the higher schools of learning. All professors must take an oath of loyalty to Italy, to the king, and to Fascism. Every new teacher passes through a three year probationary period before permanent appointment is made. It is easy to discover disloyalty to Fascism with the consequent denial of permanent appointment. There is a national law which permits the dismissal of any teacher who is found disloyal to the régime. Elementary school teachers are expected to belong to the National Fascist Association of Primary School Teachers. Every teacher must subscribe to a fascist educational journal. There is a national textbook commission which selects the textbooks for use in school rooms. The supreme test of a textbook is its power to stir the reader to sense the glory and greatness of Italy. All books must describe the achievements of Fascism, all of them must pay homage to Benito Mussolini. Every new educational structure in Italy must have the lictor's rods, emblem of Imperial Rome and Fascism, every classroom must have a crucifix, a picture of the king, a picture of Mussolini and a flag. Every day's work begins with prayer and a national anthem. The school walls are hung with the pictures of Italy's heroes, heroes of war and peace, and of its great artists. Before each vacation a patriotic speech is made, the Roman salute is given, and the Fascist song is sung. Thus the fascist leaders make fascists in the schools. Their efforts extend also out of school but we shall speak of that under the Youth Movement.

Although the USSR bitterly opposes Fascism and embraces communism instead it does exhibit some similarity in the trend toward centralization of education. This trend is more evident in the content and method of education than in the organization of the school system. The communist party is more concerned with the inculcation of its ideology than with the mechanics of school organization. Hence the heart of the curriculum may be expressed in three words: labor, nature, society. Labor is important for communism because through it alone can the proletariat secure the basic necessities of life. Lenin advised the youth should be occupied every day in every village, in every town, with the solution of some practical problem, be it the smallest or simplest. During the first five year plan an engineer wrote a book called *New Russia's Primer* in which he told the boys and girls in the schools of the USSR what the communist party was attempting to achieve and he suggested rather specifically what each child might do to aid in the achievement of this plan. The word *nature* is im-

portant in communist ideology because the leaders recognize the source of their materials for satisfying the basic necessities of life. This accounts for the wide search for all kinds of raw materials of which the USSR has an abundance. It also explains the very extensive exploitation of its natural resources. And the word *society* is important because the people of the USSR understand why they have been deprived of the necessities of life which might have been provided. The leaders point out that the royalty, the élite, the church officials and even the bourgeoisie generally have withheld for centuries a decent livelihood from the masses. The inculcation of an antagonism to these classes constitutes the essence of the class struggle. Hence the insistence on studying society with emphasis on the strong points of communism and a revelation of the weakness of other social orders particularly of capitalism.

The inculcation of the ideology of communism involves also the use of a new method called dialectic materialism. The emphasis on materialism explains the antagonism to religion, or to anything of a theoretical or mystical nature and at the same time the almost exclusive selection of the immediately practical. There is, to be sure, consideration for music, art, literature, nature study and even philosophy, but only as it becomes a tool for the revelation of the ugliness of traditional social orders and the beauty of communism. In this way materialism becomes dialectic. For example, in the early stages of the Soviet régime the Komissar of Education insisted that the study of literature in the schools should be limited to those productions which described the revolution, the struggle of classes and particularly the achievements of the new régime. Lately some classics of pre-revolutionary days and even of foreign nations have been admitted for the purpose of revealing the despicable life of bourgeoisie society. The study of geography is not so much concerned with the inculcation of geographical facts as with the revelation to the learner of the world struggle for such natural resources as oil, copper, and rubber. The function of a study of history is to show the learner how the bourgeoisie classes have exploited their fellow human beings, denying them even the necessities of life. In the social studies the pupils from thirteen to fourteen years of age are asked to study, to write papers, and to make speeches on such topics as: the dictatorship of the working class, and the dictatorship of the bourgeoisie; the labor policy of the party; the last thesis of Joseph Stalin; perspectives of the world revolution; trade unions, Soviets and co-operatives; planned economy.

The purpose of these activities is to make clear to the growing mind the bitter struggle between the capitalistic and the Soviet worlds and to show how this struggle will result in the inevitable victory of the world revolution. Thus the whole school program aims to utilize the subject-matter of the areas of human knowledge for the specific purpose of indoctrinating young minds with communist ideology, and to show how it may be used for practical or materialistic purposes.

Children are made to feel that they are a part of the whole program. They sell stamps, distribute notices of meetings, they take turns at washing dishes, they work in the school gardens and orchards. The children graduating from elementary schools are required to know how to use electricity, to make minor repairs, to use simple tools, to wash and repair laundry, to prepare simple meals, to draw a simple sketch, to orient themselves in space and time, to use different means of communication and transportation and to report events, to read papers intelligently and to take minutes, to preside at meetings, to discuss current politics, to prepare wall newspapers, posters and small exhibitions, to organize children's festivities and clubs. In addition to this practical program the local community takes a vital interest in the local schools. The communist party maintains a local soviet in every community and it is the function of this soviet to encourage education. Thus the USSR exhibits strong centralization of education in its formulation and inculcation of communist ideology but there is much flexibility in the practical application of this ideology in the local community. In this respect education in the USSR differs significantly from education in Italy and Germany and even in France.

England exhibits a remarkable combination of centralization of education in some respects and localism in other respects. Nowhere is the line between so-called *externa* and *interna* more sharply drawn than in England. The term *externa* includes compulsory attendance; length of school year; character of buildings and equipment; medical inspection and health; size of classes; qualifications, salaries and allowances of teachers; provision of different types of schools. The term *interna* includes curricula, courses of study, methods of instruction, textbooks, standards, discipline. By and large the national government in England assumes responsibility for *externa*, while the local government assumes responsibility for the *interna*.

The national government assumes its responsibility for education through a minister of education in the national cabinet, and a national Board of Education of which the minister of education is president.

The minister of education represents the Board in Parliament, presents the annual budget for education and stimulates public interest in education. The local community is expected to take the initiative in educational matters by preparing annually a scheme or program of what it expects to do in educating its children. If the national board approves this scheme the federal government agrees to support the local program generously. The Board stipulates however that its contribution must go to the payment of the *externa*, chiefly toward paying the teachers' salaries. Thus excellence of instruction in the schools is assured as far as salaries can contribute to such assurance.

The most significant recent change in the relationship of the national government to teachers is the organization of thirteen area boards of examiners consisting largely of educators themselves, who give prospective teachers their examinations for certificates. This was done formerly by the National Board of Education directly. The Board still issues the certificates after its representative has observed the candidate teach satisfactorily. This indicates the desire of the national government to put the responsibility of determining the conditions of entrance to teaching on the teachers themselves thus making the occupation more professional.

As far as centralization of education is concerned, then, we may say that France still exemplifies the most centralized educational system in Europe with rather persistent efforts by young educators to decentralize it; Germany, Italy and the USSR are moving in the direction of strong centralization for the purpose of indoctrinating the whole population with a narrow nationalistic ideology; England exhibits centralization of the *externa*. Whatever changes are occurring in England are in the direction of decentralization.

THE EXTENSION OF EDUCATIONAL OPPORTUNITY

It may be surmised readily from what has been said about the trend toward centralization in Italy, Germany and Russia that one may expect to find a general extension of educational opportunity at least in these three countries. The fact is all five countries under consideration are extending their educational opportunity. This extension manifests itself in several ways: in the raising of the minimum leaving age; in the demand for a universal free elementary school; in the opportunity afforded to capable children of all classes to enjoy secondary and even higher education; in an increase of vocational education; and in the development of a program of adult education.

In England educators are demanding compulsory attendance of all children until they are fifteen years of age; in Germany and Russia the leaving age is eighteen with the provision that children of inferior abilities may devote a part of the school day after the fifteenth year to work in industry or agriculture. In Italy the leaving age has been extended to fourteen with a school year of ten months. In France there is strong agitation for an upward extension of the present leaving age of twelve. Quite generally educators and statesmen agree that all children shall remain longer in schools although for different reasons. Educators desire this longer period so that pupils may be given a better general and vocational preparation. Statesmen want children to go to school longer so that more jobs will be available for adults.

A second exemplification of the extension of educational opportunity lies in the demand for a universal free elementary school which all children of all classes shall attend. Such a school is already a reality in the USSR, where it covers a period of four years, ages 8-12; in Germany, where it is called the *Grundschule* and covers a period of four years, ages 6-10; in Italy, where it covers a period of four years, ages 6-10. In France and England private school interests have thus far successfully opposed the requirement to send all children to a universal free elementary school. The progressive educators in France desire this school which they call the *école unique* to extend over a period of 6 years, ages 6-12. In England the demand is also for such a school to cover a period of 6 years, ages 5-11.

A third exemplification of the extension of educational opportunity is the opening of the doors in secondary and higher education to capable children of all classes. Before the World War only those children whose parents belonged to the upper social classes or who were wealthy could attend the schools on these upper levels. The war demonstrated the desirability of salvaging for education superior children of all classes of society. In England teachers are alert for capable boys and girls. At the end of the elementary school period an examination is held to determine in what direction the pupil shall proceed. The superior students, such superiority being determined by the examination and the teacher's recommendation, are sent to the secondary schools. In France an attempt is also being made to extend educational opportunity for capable pupils, especially for boys. Unlike England, however, France is gradually reducing all secondary school tuition fees until they shall disappear entirely. In Italy all pupils are given an examination at the end of the elementary school period. On the basis

of the teacher's recommendation and of this examination pupils are advised to enter one of the six types of secondary schools. Of particular interest is the school for the advancement of capable pupils. No tuition fees are charged but the pupil must pay 25 lire annually for practical work and 125 lire for the leaving certificate. In Germany there have been established a number of new secondary schools which afford an educational opportunity for capable pupils. The most important of these is the *Aufbauschule* which offers a full nine year course stressing *Deutschtum* and admitting its graduates to the universities. This school sponsored by Germany's progressive educators proved to be just the tool the Nazis sought to indoctrinate the boys and girls in Fascism. Newspapers reported recently a plan by the Nazi party to establish a series of schools for the purpose of training the future leaders of the party. There are to be 32 "Adolf Hitler Schools," one for each of the districts into which Germany has been divided. The whole male juvenile population of Germany is to be combed for latent boy leaders. These boys are to be educated first in the "Adolf Hitler School" and later a selected group will go to the four "castles" located in different parts of Germany. In these "castles" these prospective leaders receive their "finishing" education for leadership. In Russia the principle of free, universal education extends into the level of secondary education and even higher education. Teachers are instructed to be alert for capable boys and girls who are encouraged to become members of a new intelligentsia which will eventually replace the old intelligentsia which was exiled or executed. Thus there is a universal tendency in all five countries to extend the educational opportunity for capable pupils, particularly for capable boys.

A parallel tendency is the extension of educational opportunity for those pupils not classified as superior. This is done through the provision of vocational education. In England pupils who are not advised to enter the secondary school are classified into three groups, the most superior go to the central schools, those less capable to senior schools, and the rest continue to attend elementary or continuation schools. The emphasis in all of these schools is increasingly on vocational education, preparation for entrance to the trades and to agriculture. In France too the visitor sees the slow development of vocational schools but the intellectual emphasis still remains here as in the areas of higher education. In Italy there are two types of vocational education, first the school called *tecnico* which lays the foundation for the skilled occupations, research in science, and training for engineering. The

other type consists of trade schools in which pupils are trained to engage in the activities of the laborer in industry and agriculture. A similar situation prevails in Germany and in the USSR particularly in the latter. The polytechnization of the proletariat is one of the large objectives of the USSR. The secondary schools prepare directly for the trades or for the technicums which are all vocational in nature. The universities are of two kinds, one for the training of intellectual leaders who are also called workers, and the other for the training of specialists of all kinds. Thus the whole educational program in the USSR is distinctly vocational.

A final exemplification of the extension of educational opportunity is the development of adult education. England and France quite generally accept the principle that it is the function of the regular schools in elementary, secondary and higher education to prepare learners properly both to live and to make a living. Whatever adults wish to do beyond the regular school program is largely a matter of self-education. In Italy, Germany, and Russia, however, there is a definite educational program for adults, the primary purpose being the indoctrination of the local nationalistic ideology. While there may be some doubt about the desirability of indoctrinating an adult population on such a large scale it must be admitted that the adults in Germany, Italy and the USSR are for the first time in the history of these countries considered as an integral part of the learner population.

THE YOUTH MOVEMENT

The youth movement in Europe began in Germany in 1902. Quite spontaneously there were organized in many parts of Germany voluntary youth groups, sometimes boys only, or girls only, sometimes boys and girls together. In their book *The New Education in the German Republic*, Alexander and Parker devoted a large portion to this favorable movement in Germany. The young people revolted against the materialism, the intellectualism and the formalism in German schools. They spent much time on journeys and in hostels which they themselves erected. They sought to increase their appreciation of the beauty of nature and of values in themselves. They organized and staged ceremonials and fetes. They engaged in group discussions, they sought insight and understanding of the social and economic problems, they developed tolerance for other peoples, embraced the philosophy of social justice, cultivated a high type of morality, and engaged in self-government. Unfortunately the idealism of these

youth could not be realized in the period after the war. Many of them had made great sacrifices to benefit from secondary and higher education. Hitler cleverly capitalized the enthusiasm and training of these young people for political ends. They now march in the Nazi army, they are kept busy in traveling to and fro and in engaging in Nazi propaganda.

In Italy three million boys and girls are actively engaged in Fascist organizations. Boys between 6 and 14 years of age belong to the *Opera Balilla*, boys from 14 to 18 years of age constitute the Advance Guard. Girls from 6 to 14 years of age belong to the *Piccole Italiane*, and those from 14 to 18 years of age belong to the *Giovani Italiane*. The emphasis in these organizations is on physical training with much opportunity for sports and games. A moral code is imposed, Fascism in all of its details is indoctrinated. The directors of these organizations are all members of the Fascist Militia.

In the USSR boys and girls under 10 may be Octobrists, the name being commemorative of the October revolution in 1917. Boys and girls from 10 to 14 years of age may belong to the Pioneers, and those from 14 to 23 to the Comsomol. Every school has a Pioneer outpost. The Pioneers work for communism; agitate against religion, individualism and selfishness; they do socially useful work; they engage in politically useful forms of leisure; they control insect pests, kill rats and mice; they discover new supplies of natural resources; and they stage ceremonials and festivals which glorify communism. The members of the Comsomol, likewise, agitate against religion, idealism and other so-called obsolete modes of life; they oppose oppression of women and races; they study the activities of communism; they engage in propaganda for innovations for peasant youth; they look after school discipline. There are more than five million members of the Comsomol.

Thus Italy, Germany and the USSR encourage their youth to utilize their energy and enthusiasm in the achievement of the objectives of a narrow nationalism. England and France train their capable boys to become leaders of the nation and they show an increasing concern for the welfare of all youth by providing a better type of vocational education, but there is no attempt to regiment youth to indoctrinate them in a narrow nationalistic ideology.

CONCLUSION

In conclusion we may say that there is a strong trend toward the centralization of education in Germany, Italy and the USSR. What-

ever changes are occurring in England and France are in the direction of decentralization of education. There is a strong trend in all five European countries to increase educational opportunity by raising the leaving age, by establishing a free, universal elementary school which all children of all social classes shall attend, by opening the doors of secondary and higher education to capable boys and girls, particularly to capable boys, by providing a better type of vocational education, especially for less capable pupils, and by developing an extensive program of adult education. There is also a trend, especially in Germany, Italy and the USSR, to encourage youth to organize themselves into strong national units, for the purpose of developing strong physical bodies and to participate in the propaganda of the dominating party in the social order.

It is my opinion that we behold in these trends the recognition of the value of education as it has never been recognized before. We may well approve the extension of educational opportunity for capable pupils regardless of their financial or social status, and the attempt to provide a type of education for less capable pupils to fit their capacities and to qualify them for a successful vocational career. We may approve too the extension of educational opportunity for adults, especially in those countries where adults have never had an opportunity to explore the printed page. We may approve too the interest of the national government in helping youth to build strong physical bodies through sports and games and to develop alert minds through a study of the ideals and activities of the social order. But in my opinion we would not approve the extensive indoctrination of a narrow national ideology, especially when it is accompanied by the cultivation of a hatred for peoples of other nations. We would disapprove the regimentation of citizens of a social order, particularly of children and young people. We would disapprove the use of education as a means of strengthening and perpetuating the domination of a biased political party. Our duty as American educators is to keep the doors of educational opportunity open for all of our people, to refuse acquiescence to the demand of any political party to abdicate our liberties, and to take advantage individually of the chance to make ourselves responsible, intelligent citizens in a democratic social order.

—Volume 14, Number 1

EVALUATING CREDENTIALS FROM FRANCE

J. F. ABEL

THIS discussion of the evaluation of the credentials of students trained in France deals mainly with the baccalaureate of secondary education, the requirement for admission to a French university. The credential is usually in a form of which the following is typical:

Université de Paris

Faculté des Sciences

Baccalauréat de l'Enseignement Secondaire

A'

Seconde Partie—Deuxième Série: Mathématiques

Le Secrétaire de la Faculté, soussigné, certifie que Mademoiselle LAURENCE Louise Leonie née à Nice, Département des Alpes Maritimes, le 29 Mai 1914, a été jugé digne du grade de Bachelier de l'Enseignement secondaire (A'—Mathématiques), le 15 Octobre 1932, avec la mention bien.

Paris, le 20 Octobre 1932

Signature de l'Impétrant:
(Signed) LOUISE LAURENCE

Le Secrétaire
(Signed)

It translates into English:

University of Paris

Faculty of Sciences

Baccalaureat of Secondary Education

A'

Second Part—Second Series: Mathematics

The Secretary of the Faculty, undersigned, certifies that Miss Louise Leonie Laurence, born at Nice, Department of the Maritime Alps, on May 29, 1914, has been judged worthy of the degree of Bachelor of Secondary Education (A'—Mathematics), October 15, 1932, with the mention good.

Paris, October 20, 1932.

Signature of the Holder
(Signed) LOUISE LAURENCE

The Secretary
(Signed)

This credential is not the actual diploma of the baccalaureate. It is a certificate which the holder may take or send to the Ministry of

National Education¹ of France and receive the diploma which is commonly worded:

République Française

Diplôme de Bachelier de l'Enseignement secondaire

Le Ministre de l'Instruction publique;

Vu le Certificat d'aptitude obtenu le 20 Octobre 1932, devant la Faculté de Paris par Melle LAURENCE Louise Leonie, née à Nice, Département des Alpes Maritimes, le 29 Mai 1914,

Confère à Melle LAURENCE le diplôme de Bachelier de l'Enseignement secondaire avec mention: A'—Mathématiques, pour en jouir avec les droits et prérogatives qui y sont attachés.

Le Ministre de l'Instruction publique,

Signé:

Fait à Paris, sous le sceau de Ministère de l'Instruction publique
le 20 Avril, 1933.

Pour expédition conforme:

Pour le Directeur de l'Enseignement Supérieur:

Le Chef du 1er Bureau,

(Signed)

Delivré par le Recteur de l'Académie de Paris
le 25 Avril 1933.

Signature de l'Impétraint:

No.

(Signed) Louise Laurence

The diploma translates into English:

French Republic

Diploma of Bachelor of Secondary Education

The Minister of Public Instruction;

Having seen the Certificate of fitness obtained October 20, 1932, before the Faculty of Paris by Miss Louise Leonie Laurence, born at Nice, Department of the Maritime Alps, May 29, 1914,

Confers on Miss Laurence the Diploma of Bachelor of Secondary Education with the mention: A'—Mathematics, to enjoy with the rights and prerogatives that are thereunto attached.

The Minister of Public Instruction,

Signed:

Done at Paris, under the Seal of the Ministry of Public Instruction,
April 20, 1933.

For expedition in conformity:

¹ Until recently it was termed the Ministry of Public Instruction.

For the Director of Higher Education:
 Head of the First Bureau,
 (Signed)

Delivered by the Rector of
 the Academy of Paris
 April 25, 1933.
 (Signed)

Signature of the Holder:
 (Signed) Louise Laurence

No.

What is this diploma, or the certificate which is of equal value, worth in terms of education in the United States? Is it equivalent to or less or more than a diploma of graduation from an accredited high school? An approximate answer can be given only by analyzing the 12 years of training on which it is based.

That training begins when the child is six years of age and the first five years of it are taken in a preparatory curriculum or school. Then comes secondary education proper with the first year designated as the sixth class (*Classe de Sixième*). In it the student chooses between Sections *A* and *B*. Most of the subjects are common to both sections but the *A* students begin Latin while those in the *B* section have no Latin but take more hours of French, and of a modern language. The common subjects amount to 15 hours a week distributed into French, 4; history, $1\frac{1}{2}$; geography, 1; a modern language, 3; mathematics, 2; natural sciences, $1\frac{1}{2}$; and drawing, 2. The *A* section has 6 hours of Latin to bring the total to 21; the *B* section, 3 additional hours of French and 3 of a modern language. The second year, or fifth class (*Classe de Cinquième*) is the same as *Classe de Sixième*.

In the third year, or fourth class (*Classe de Quatrième*) the *A* section is divided into *A* and *A'*; *B* section continues without bifurcation. From here on, *A* students stress the classics; *A'* students, Latin and French. The program for the year is tabulated on page 21.

For the third class (*Classe de Troisième*) to the hours in all sections add 1 hour of French and $\frac{1}{2}$ hour of art, and take away the $\frac{1}{2}$ hour of practical exercises for history and geography combined, as well as $\frac{1}{2}$ hour of drawing. The total common hours remaining is $15\frac{1}{2}$. For this year, the *A* group has 4 hours of Latin and 3 of Greek; *A'* has 1 of French and 6 of Latin; *B* has $2\frac{1}{2}$ of French, $\frac{1}{2}$ hour of practical exercises in history and geography combined, and 4 of the second modern language. Each section has 7 hours in addition to the $15\frac{1}{2}$ common hours, or a total of $22\frac{1}{2}$.

FOURTH CLASS (*Classe de Quatrième*)

SUBJECTS	HOURS IN ALL SECTIONS	A	A'	B
French.....	3			
Latin.....	—	5	2	4
Greek.....	—	3	6	
History.....	2½			
Geography.....	1½			
First modern language.....	3			
Second modern language.....	—			4
Mathematics.....	3			
Natural sciences.....	1			
Drawing.....	1½			
Total.....	15 plus	8 or	8 or	8

The change from *Classe de Troisième* to the second class (*Classe de Seconde*) is enough to warrant another tabular program.

SECOND CLASS (*Classe de Seconde*)

SUBJECTS OF STUDY	HOURS IN ALL SECTIONS	A	A'	B
French.....	3			1
Latin.....	—	3½	5	
Greek.....	—	4		
Art.....	—		½	½
History.....	2			
Geography.....	1			
First modern language.....	1½		2	2
Second modern language.....	—			4
Mathematics.....	4			
Physics and chemistry.....	3			
Total.....	14½ plus	7½ or	7½ or	7½

The first class (*Classe de Première*) is somewhat more heavily laden.

Two features of this 6-year program of studies should be noted carefully. First, the students in all three sections have virtually the same amount and kind of training in art, history, geography, a first modern language, mathematics, drawing, and the natural sciences. Second, the differences among the sections are in the languages. *A* students have taken Greek; no other section has. *A'* students have a heavy load of Latin. *B* students have neither Latin nor Greek but a strong training in French, and a second modern language.

FIRST CLASS (Classe de Première)

SUBJECTS OF STUDY	HOURS IN ALL SECTIONS	A	A'	B
French.....	3½			1
Latin.....	—	4	5	
Greek.....	—	3½		
Art.....	—		½	½
History.....	2½			
Geography.....	1½			
First modern language.....	1½		2	2
Second modern language.....	—			4
Mathematics.....	3½			
Physics and chemistry.....	4			
Total.....	16 plus	7½ or	7½ or	7½

Assume that the first class (Classe de Première) is completed. The student has carried on through the first six years of secondary education proper in France, is normally about 17 years of age and has been in school 11 years. Now comes a step that is peculiar to France; no other countries except those that follow the French system have it. An examination is given and those who pass are considered to have attained the first part of the baccalaureate (première partie du baccalauréat). Then comes one more year of study but the program has changed sharply. *A*, *A'*, and *B* sections disappear and the students choose between two lines or classes; philosophy, and mathematics. The program for the class in philosophy is:

CLASS IN PHILOSOPHY (Classe de Philosophie)

Subject	Hours a week
Philosophy	8½
History	2½
Geography	1
Literary studies	2
Modern languages	2
Mathematics	1½
Physics and chemistry	4
Natural sciences	2½
Total	24

The program of the class in mathematics is:

CLASS IN MATHEMATICS (Classe de Mathématiques)

Subject	Hours a week
Philosophy	3
History	2

Geography	1
Modern languages	2
Mathematics	9
Physics and chemistry	5½
Natural sciences	2½
Total	25

Having completed the year in one of these two lines, the student again takes an examination. This is for the second part of the baccalaureate (*Seconde partie du baccalauréat*) and success in it wins the baccalaureate of secondary education.

Those examinations for the first and second parts of the baccalaureate are given by the universities in accord with laws and regulations and under the direction of the Ministry of National Education. They are held twice a year, at the beginning and the close of the school year. They are conducted impartially and are severe. Of the 38,817 young men and women who in 1935 took the first part 13,469 were successful. In that same year, of 28,164 that tried the second part, 11,939 passed.

We are now ready to turn back to and consider the certificate that was granted Miss Laurence² in October 1932. It begins "University of Paris." That does not mean that she attended the University of Paris but that the examination was conducted by the University. She could have taken it at any other university in France. Next comes "Faculty of Sciences." Her examination was given by the Faculty of Sciences because she studied in the mathematics line. If she had chosen philosophy, she would have been examined by the Faculty of Letters. Then follows the title of the certificate, "Baccalaureate of Secondary Education" and under it is "A'" which means, as we have seen, that she took heavy work in French and Latin but did not study either Greek or a second modern language. The next line reads "Second Part—Second Series: Mathematics" which indicates that at some stage in progress she passed the first part of the baccalaureate and could attempt the second part; that she was examined in the A' series; and in mathematics as the major for the last year. The certificate needs no further explanation except for "the mention good." The scale of marks is passing (*passable*), fairly good (*assez bien*), good (*bien*), and very good (*très bien*).

We may now analyze one at a time the different subjects Miss

² A fictitious name.

Laurence studied, taking the languages first. Of course that can be done only by having at hand the hours and programs of secondary education (*Horaires et programmes de l'enseignement secondaire*) issued by the Ministry of National Education.

French. From *Classe de Sixième* to and including *Classe de Première*, the number of hours a week runs 4, 4, 5, 5, 3, and $3\frac{1}{2}$ making a total of $24\frac{1}{2}$ for the six years. Some of the instruction is on our elementary school levels. Readings and explanations of texts, much composition, studies of composition and style, and the history of French literature are all included. In the *Première* the authors studied include a classical tragedy, a classical comedy, a romance drama, and masterpieces of the 19th century in verse and prose. Three high school units in French and 6 semester hours of advanced standing seem not unreasonable as an allowance for it.

Latin. The time allotment is 6 hours a week for each of the first four years, and 5 for the last two, total 34. In *Première* are a review of the grammar, studies of versification, an elementary survey of the history of Latin literature and the Roman civilization, translation exercises, and study of selections from Cicero, Tacitus, Virgil, Horace, and Lucretius. Three high school units and 12 semester hours of advanced standing probably can be allowed.

First modern language. It is usually either German, English, Italian, or Spanish, for 3 hours weekly in the first four years, $3\frac{1}{2}$ thereafter. Apparently it amounts to about 3 high school credits.

History. Taught for $1\frac{1}{2}$ hours in each of the first two years, and 2 hours in the last four, history has a relatively minor place in this curriculum and is closely connected with geography. While it includes brief surveys of Oriental, Greek, Roman, and European history, it is mainly the history of France. Two high school credits are granted.

Geography. Given 1 hour a week throughout the six years and for the most part relating to France. No special credit seems warranted.

Mathematics. The succession of hours a week runs 2, 2, 3, 3, 4, $3\frac{1}{2}$, total— $17\frac{1}{2}$. According to the outlines, a student in *Première* will complete about the usual work in high school algebra, and plane and solid geometry, for which $2\frac{1}{2}$ credits are generally allowed.

Natural sciences. In the first four years, the natural sciences are elementary principles of zoology, botany, geology, physiology, hygiene, and microbiology. The time given to them is limited to $1\frac{1}{2}$ hours in each of the first two years, 1 hour in the next two. The subject

matter is not much more than is commonly included in a high school course in general science. They pave the way for physics and chemistry which come in the *Seconde* and *Première*.

Physics and chemistry. These are taught for $1\frac{1}{2}$ hours of theory and $1\frac{1}{2}$ of laboratory in *Seconde*, and $2\frac{1}{2}$ of theory plus $1\frac{1}{2}$ of laboratory in *Première*. They are outlined for about an average amount of secondary school work and are perhaps entitled to one high school credit each.

The final year, *Classe de Mathématiques*, that Miss Laurence took in order to qualify for the second part of the baccalaureate must now be considered. The 9 hours in mathematics include a review of arithmetic and study of algebra, trigonometry, geometry, descriptive geometry, kinematics, statics, and cosmography. Nine semester hours may be somewhat less than is warranted. The physics and chemistry are taught throughout the year for 4 hours of theory and $1\frac{1}{2}$ of laboratory. Three semester-hours of advanced standing for each seems a fair allowance. The natural sciences are given for 2 hours of theory and $\frac{1}{2}$ hour of practical exercises and include animal physiology and anatomy, vegetable physiology and anatomy, general characteristics of living things, and evolution. Here are seemingly 4 semester hours of junior college work.

The 3 hours a week of philosophy include logic and ethics and in the United States would normally be credited with 6 semester hours. The 2 hours of history deal with present-day Europe beginning with 1848 and appear worthy of 4 semester hours of credit. The language is a continuation of the first modern language, is taught for 2 hours and is included in the 3 high school credits allowed for a first language.

That completes the list and it makes a total of $16\frac{1}{2}$ high school credits plus 47 semester hours, approximately $1\frac{1}{2}$ years, of advanced standing in college. Some of the stronger and more established universities in the United States have allowed 2 full years of college credit for this French baccalaureate of secondary education and the later records of the students have indicated that they were justified in so doing. Attempts at evaluating foreign training in the exact number of credits and semester hours commonly used as measures in this country must with our present methods of comparison, be largely matters of subjective opinion, not of objective measurement.

We have dealt only with a student in the *A'* section and the class in mathematics. Approximately the same total will be reached for

graduates of the *A* section and the class in philosophy, or of the *B* section and mathematics, but the distribution of subjects and credits will of course be different.

The baccalaureate is the important credential granted for study in the French secondary schools; others may be obtained but they are not significant and are seldom presented in the United States.

The primary school system runs parallel to the secondary and grants no fewer than 8 different certificates. Six of these mark some stage in the training of teachers for primary schools. The first and lowest of these (not a teacher's certificate) is the certificate of elementary primary studies (*Certificat d'études primaires élémentaires*). It is granted on success in an examination given when the child is about 12 years of age and marks the close of the first seven years of study. Children that hold it may enter the higher primary schools and after three more years study and success in a final examination be given the *brevet* of higher primary instruction (*Brevet d'enseignement primaire supérieur*) which indicates training equal to or perhaps slightly above that required for graduation from a junior high school in the United States.

The elementary *brevet* (*Brevet élémentaire*) is the lowest certificate that is accepted for beginning the probationary stage as a teacher in a primary school. It is earned in an examination open to young people at least 15 years of age who have had about 9 or 10 years of organized schooling. The higher *brevet* (*Brevet supérieur*) calls for 3 additional years of training, usually in a normal school, and is granted after success in an examination open to persons at least 17 years of age. Holders of this certificate should be able to carry university studies in the United States if they have a good knowledge of English. The certificate of pedagogic fitness (*Certificat d'aptitude pédagogique*) is granted to holders of either the elementary or higher *brevet* who are at least 18 years of age, have had two years or more of experience in teaching, and pass a practical examination as a teacher. The recipients may be given permanent appointment as teachers in primary schools.

University degrees in France are of two kinds, State (*d'Etat*) and university. The State diplomas and degrees are granted according to the regulations of the Ministry of National Education and for the most part are attainable only by citizens of France. They are in effect licenses to practice the different professions. They are seldom presented in the United States except by French scholars who come here for a

short time as scholarship graduate students or exchange professors.

A university in France may grant any degree, other than those controlled by the Ministry of National Education, that it wishes but such a credential is an evidence of study and scholarship and carries with it no right to practice a profession. These degrees are often taken by foreigners. They can and frequently do represent earnest, careful study for which the holders are entitled to full credit in institutions in the United States. But at times they have been granted for indifferent performance and it is well to inquire carefully into the student's record throughout his entire school career.

A very common inquiry that comes to the Office of Education relates to the short courses for foreigners conducted under the auspices of the Alliance Francaise. They deal with the French language and literature, and French life in general. They are valuable for young people from the United States who are teaching French in the public and private schools or who need a good working knowledge of the language. The first-hand acquaintance with France and the French is worth much. Fairly liberal credit should be allowed conscientious students who take these courses and present the certificates that are earned for good work in them.

Registrars will find the *Educational Yearbook* of the International Institute of Teachers College, Columbia University, 1934, very useful in connection with handling French credentials. Office of Education Pamphlet No. 29 published in February 1932 lists most of the various certificates, diplomas, and degrees and gives considerable information in detail about them.

A NEW APPROACH TO THE DIAGNOSIS OF THE MENTAL HYGIENE PROBLEMS OF THE COLLEGE STUDENT*

M. BERENICE RICE

MENTAL and emotional maladjustment has long been known to exist in the college population. Estimates of the range and seriousness of the problem vary with the investigator. A review of studies in this field shows that 85 per cent of the student group is estimated to be maladjusted and that in from 10 to 15 per cent of these cases there is danger of serious mental disorder.

Whether the extent of the maladjustment is over or under estimated, it still remains a problem that should and does challenge the educator. In a recent survey of the mental hygiene services in 865 American colleges and universities Raphael, Gordon and Dawson¹ found that 93.5 per cent of the institutions investigated felt that mental hygiene was important for the students.

It is patent that in any program of prophylaxis, such as the mental hygiene program, early diagnosis is essential. It was the object of the present study to make such a diagnosis possible on the basis of a newer and perhaps more direct approach to the problem. It undertook to discover those character and temperament defects that form the groundwork of a disrupted personality. It attempted to investigate the predisposing causes of psychotic tendencies in normal students. It further proposed to determine whether personality defects in such subjects tend to combine in groups comparable to those Moore² established statistically in his study of psychotic patients.

A five point rating scale was constructed whereby students could be rated on temperament defects analogous to those found in the psychotic syndromes yet pertinent to the college situation. The subjects were 385 college women each of whom was rated by four individuals;

* Material used in this article is taken from a dissertation presented in partial fulfillment of the degree of doctor of philosophy at the Catholic University of America.

¹ Raphael, Theophile, Gordon, Mary A. and Dawson, Emma M., "Mental Hygiene in American Colleges and Universities," *Mental Hygiene*, XXII, April 1938, 221-236.

² Moore, T. V., "The Essential Psychoses and Their Fundamental Syndromes," *Studies in Psychology and Psychiatry*, III, 1933, x, 128.

two faculty advisers, her room mate and herself. Raters knew the subjects at least a year before rating them. An average of the four ratings was used to determine the presence or absence of the trait in question and to further eliminate doubt in this matter only extreme positive or negative ratings were considered. Illustrations or examples of typical behavior reactions further clarified the ratings and determined more definitely the presence or absence of the traits. Of the 385 subjects used in the study 32 per cent were found to have a complete absence of any of the undesirable traits that formed the basis of our rating scale.

Data were sorted into a fourfold table corresponding to the presence or absence of any two combinations of traits. Tetrachoric correlations were then computed for 57 scale items and many were found to be high enough to be considered significant. In order to determine whether these correlations were separate entities or whether they were connected in groups with an underlying factor Spearman's³ technique of hierarchical order was used. By this method eight groups of traits corresponding fairly well to the established manic, schizophrenic and psychoneurotic tendencies were found. They are as follows:

MANIC TENDENCY

<i>Manic Group</i>	<i>Emotional Irritability Group</i>
Loses his temper often	Slams doors, etc., when angry
Talks loudly in anger	Quick temper
Contradicts others	Frequent emotional outbursts
Critical	Sulks and pouts
Gives up a difficult task	

SCHIZOPHRENIC TENDENCY

<i>Timidity Group</i>	<i>Non-Social Group</i>	<i>Catatonic Group</i>
Timid and afraid	Poor mixer	Mopes by herself
Lacks self confidence	Shy	Refuses to talk
Worries about studies	Hard to make friends	Sulks and pouts
Upset by criticism	Prefers to be alone	Odd and peculiar notions

PSYCHONEUROTIC TENDENCY

<i>Egocentric Group</i>	<i>Hypochondriacal Group</i>	<i>Anxiety Group</i>
Lacks a sense of humor	Complains of little ills	Scrupulous
Interested only in self	Worries about her health	Touchy
Domineers companions	Mood changes from gay to sad	Self conscious
Regarded as queer	Runs away when in trouble	Unreasonable fears
Argumentative		Speaks slowly

³ Spearman, Carl, *The Abilities of Man*, N.Y. Macmillan, 1927, 73 ff.

A will group was also found but has not a high correlation with the psychotic or psychoneurotic groups in this study. These traits are omitted here because they are not thought to be diagnostic, having been found to be quite prevalent in the well adjusted student group. This may be due to faulty handling of the will factors in this study.

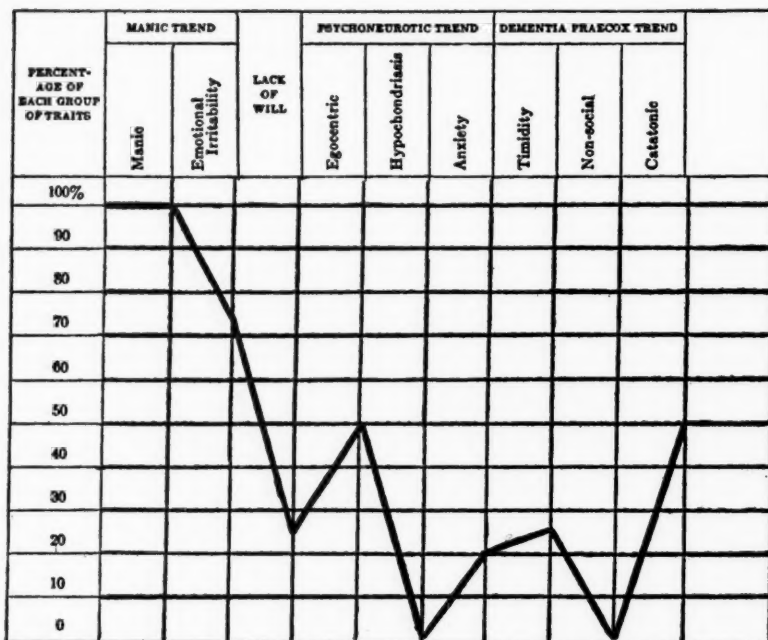


CHART I. Profile Drawing of the Manic Tendency Shown by a College Student.

The manic traits found here are analogous to the clinical manic picture. They approximate the manic classification given by the National Committee on Mental Hygiene⁴ in its Statistical Manual which attempts to establish a uniformity in the classifications used by mental hospitals. It also agrees with the picture of hypomania given by Strecker and Ebaugh.⁵ Irritability and emotional excitement are characteristic of this tendency.

⁴National Committee for Mental Hygiene, *Statistical Manual for Mental Hospitals*, ed. 4, 1934, 37.

⁵Strecker, F. A. and Ebaugh, F. G., *Practical Clinical Psychiatry*, ed. 4, Philadelphia, Blakiston, 1935, xviii, 705.

In the accompanying profile drawing of a typical manic tendency in a normal student, as reconstructed from the ratings on our scale, the traits in the manic and the emotional irritability groups are seen to be manifested concomitantly.

By consulting the ratings for this student we find that she has a quick temper which is often out of control. She domineers and contradicts others, is touchy, argumentative, discontented and subject to unreasonable fears.

In more seriously maladjusted cases a catatonic trend may be found in combination with a manic strain. Moore⁶ in his statistical analysis of the psychotic syndromes found a "super general factor" indicating that the manic-depressive and the schizophrenic psychoses have something in common. Case pictures in our study which were obtained from scale ratings, and a more detailed report from the student's faculty adviser and the personnel officer, point to the same conclusion. Varying degrees of maladjustment with leanings toward either the circular or the praecox psychoses were found.

The three groups of traits indicating a schizophrenic tendency, namely, timidity, non-sociability and catatonia are typically praecox. In summarizing the prepsychotic character of schizophrenics, Strecker and Ebaugh⁷ specify: "shy, quiet, reserved, cold, indifferent, unsociable, seclusive." Introvert traits dominate the picture. The timidity and non-social groups were found closely allied in our case studies, suggesting that timidity may be the cause of the non-sociability of a certain number of college students. This type of student is shy and unable to make friends and may manifest the negativistic tendencies indicative of catatonia. Chart II gives a picture of the schizophrenic tendency typical of such a student.

Interpreting this chart in the light of the scale ratings we find that this student is extremely unsociable. She finds it hard to make friends, is cold and standoffish, and actually prefers to be alone. Her catatonic strain is shown in the fact that she mopes by herself, refuses to talk, sulks and pouts when things do not go her way. She is extremely critical and yet seriously upset by criticism herself. She is self conscious and scrupulous.

The three groups of traits under the heading of psychoneurotic

⁶ Moore, T. V., *op. cit.*, 90.

⁷ Strecker and Ebaugh, *op. cit.*, 375.

tendency, namely, egocentricity, hypochondriasis and anxiety, are generally considered to be typical psychoneurotic traits. Raphael^a in a report of four years of mental hygiene work at the University of Michigan reports 196 cases of psychoneurosis and only 11 frank psychoses. The same proportion probably exists in any college situation. Yet these psychoneurotic students do not adjust properly to col-

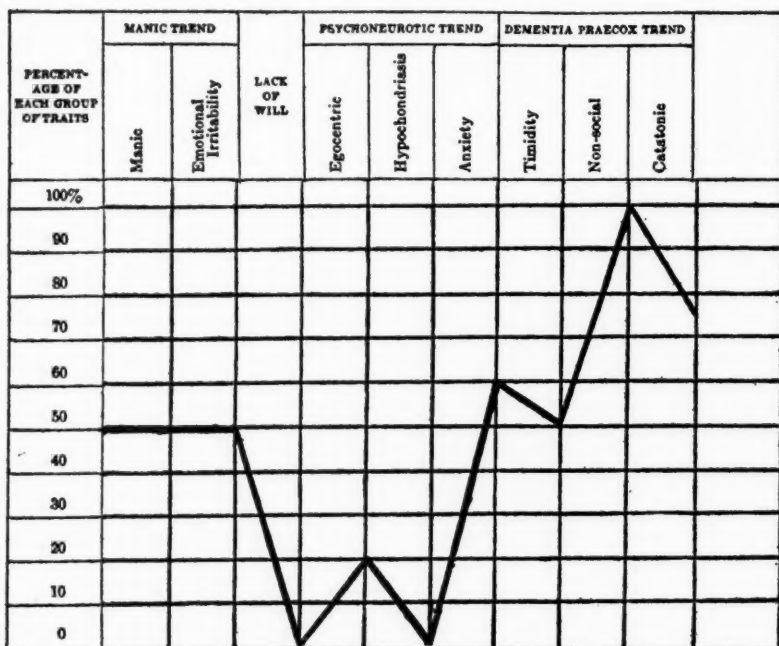


CHART II. Profile Drawing of the Groups of Personality Traits Possessed by a Student with Schizophrenic Leanings.

lege life and are in danger of developing more serious disorders. Another insidious aspect of their problem is the fact that their condition often passes unnoticed until the maladjustment has reached a critical stage. The accompanying profile drawing shows the traits found in a typically psychoneurotic student.

A glance at the scale ratings shows that this is the profile of a student who is an extreme egoist. She is interested only in self, domi-

^a Raphael, Theophile, "Four Years of Student Mental Hygiene Work at the University of Michigan," *Mental Hygiene*, XX, 1936, 218-231.

neers, and argues and lacks a sense of humor. Coupled with egocentricity is a strong hypochondriacal tendency. This student complains constantly of her ills, worries about her health, is moody and runs away from difficulties.

Fourteen case pictures supplemented the correlations and the profile

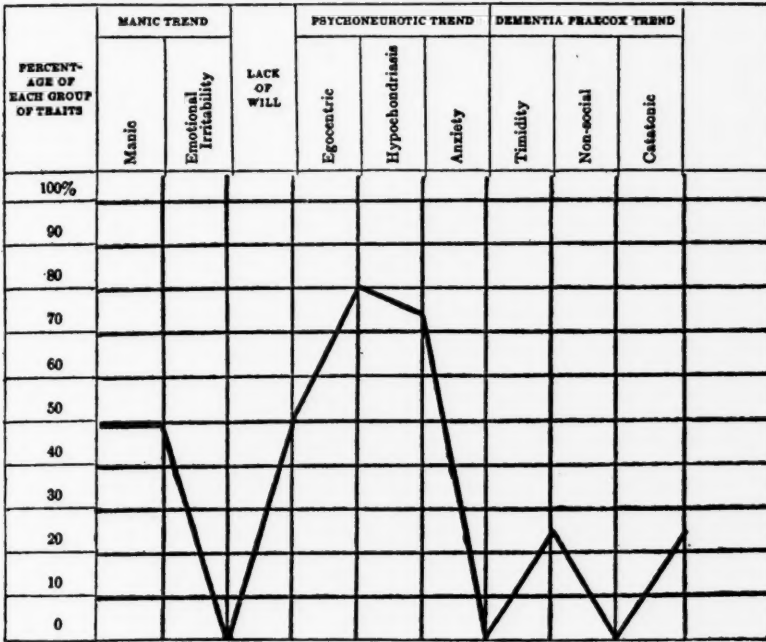


CHART III. Profile Drawing of a Student's Personality Traits Showing a Typical Psychoneurotic Trend.

drawings of the combinations of traits found in students with typical manic, schizophrenic and psychoneurotic tendencies. The pictures were reconstructed from reports of the faculty advisers and the personnel officer. In every case they established the validity of the scale ratings, often supplementing and augmenting the tendency that had been found.

The study indicates that in normal college students tendencies approximating the major psychoses and the psychoneuroses can be found. In other words, the tendency toward a psychosis can be detected in the character of the normal student. In these character defects

we may have found the predisposing cause of mental disorder that eventuates after the intervention of the precipitating cause. At the sectional meeting of the American Psychological Association held in Washington in March 1936 Moore⁹ gave a preliminary report of a study of the prepsychotic character of psychotic patients which suggested the present investigation. He found that there is evidence that the predisposition to the psychosis can be found in the prepsychotic character of the patient who later develops a major mental disorder.

Here we have what may be the basis of a new approach to the prophylactic program of mental hygiene. College administrators are eager to stem the tide of our alarming insanity rate. Most institutions of higher learning in America have the services of a full time or consulting psychiatrist on their staff, but too often the disorder is diagnosed only when it is in an advanced stage. Were all students to be carefully rated on a scale such as ours, which is based on the psychotic syndromes, it is thought that perhaps prophylaxis might be inaugurated at an earlier stage. Character defects such as those revealed by our scale have been referred to as the "larval stages" of definite psychoses. It should be possible to build up a program of mental hygiene for the individual student that would overcome such defects once they are diagnosed without waiting for a serious maladjustment to bring the student to the attention of the college psychiatrist.

—Volume 14, Number 1

⁹ Moore, T. V. Unpublished report.

HOW ACCURATELY CAN WE PREDICT SUCCESS IN COLLEGE?

FRANK LEROY MANNING

THIS article will show the results of an attempt to predict the success of freshmen entering a small liberal arts college. It is not so easy to study the results of testing in a small college as in a large university because of the smaller number of students involved, but if the study is continued over a period of years the group becomes large enough to permit considerable subsorting, and in addition will give a time series that may show important trends.

Simple coefficients of correlation were computed by Pearson's product moment method to determine the relationship between different tests and the weighted average of the college grades of all the individuals tested. Many coefficients were significantly low but a few were high enough to merit further study by means of partial and multiple correlations. An analysis of standard tests given to entering freshmen has shown that a general intelligence test and an English test seem to be more significant in predicting success in college than parts of tests or other subject tests. Success in college was measured by a weighted average of grades in all subjects. Comparative rank in the graduating class in high school also was found to be of value in predicting how well a student would rank in course work in college.

It was found that grades in language, English, and science could be predicted by means of a general intelligence test and achievement tests in those particular subjects. These achievement tests have been used to section students in a continuation of these subjects in college, and the teaching program was varied to the needs of sections of students with different abilities. A general intelligence test and first semester grades gave high multiple coefficients of correlation with second semester grades. But this is not enough; college administrators want some way of telling in advance how well an applicant will succeed in his studies during the first semester of the freshman year. No attempt was made to predict grades in particular subjects, because students do not specialize at all in a liberal arts college until the third year and then to a limited extent only. Moreover, the question of whether a student should be continued in college or dropped for poor scholarship

depends upon his average in all subjects rather than in any one subject or group of subjects.

Coefficients of correlation were computed using an intelligence test, an English test, and the grades for the fall semester of the freshman year, over a period of six years. The results are given in Table 1.

TABLE 1
SIMPLE AND MULTIPLE CORRELATION COEFFICIENTS BETWEEN
INTELLIGENCE TESTS, ENGLISH TESTS, AND GRADES

	1932	1933	1934	1935	1936	1937
r_{12}	.67	.50	.45	.57	.46	.60
r_{13}	.44	.49	.46	.44	.45	.42
r_{23}	.60	.60	.54	.60	.74	.72
R_{1-23}	.67	.55	.51	.58	.58	.61

1= Weighted average college grades first semester.

2= Intelligence test.

3= English test.

All probable errors were between $\pm .02$ and $\pm .04$.

In 1932 and 1933 the Otis Self-Administering Test of Mental Ability was used and since then the American Council on Education Psychological Test has been used. From 1932 to 1935 inclusive the Cross English Test was used. In 1936 the Cross test was replaced by the Co-operative English Test. The statistical measures were computed from frequency tables; hence, they are affected by a grouping error. All freshmen present on the registration days were tested, and all who remained in college until the middle of the first semester received grades.

Different parts of the American Council on Education Psychological Test were correlated with grades but none were as significant as the total score. In 1935 the artificial language section of the Psychological test gave a coefficient of correlation with first semester grades of $.55 \pm .03$ but when the previous year's results were used, it was found to be $.29 \pm .05$ and in 1936 it was $.46 \pm .04$.

High school grades had been found to have little predictive value but an investigation of a group of twenty-seven students participating in athletics was made. For this group, rank in the high school graduating class was found to have a closer relationship with college grades than any other measure. The results of the study of this particular group are given in Table 2.

Roughly speaking, nearly one-third of the variation in grades can

be explained by the high school standing, a little over one-third by two factors: viz., intelligence test and high school standing, and about two-fifths of the variation in grades may be accounted for by all three independent measures.

TABLE 2
SIMPLE AND MULTIPLE CORRELATION COEFFICIENTS BETWEEN
INTELLIGENCE TEST, ENGLISH TEST, HIGH SCHOOL
RANK, AND GRADES

$r_{12} = .30$	$r_{23} = .79$	$R_{1-24} = .58$
$r_{13} = .36$	$r_{24} = .33$	$R_{1-34} = .60$
$r_{14} = .57$	$r_{34} = .32$	$R_{1-234} = .65$

1—weighted average college grades freshman year.

2—percentile rank on an intelligence test.

3—percentile rank on an English test.

4—percentile rank in high school graduating class.

The probable errors of the gross coefficients of correlation vary from .05 to .11.

Further study was made of high school rank with all the freshmen entering in the fall of 1936 and 1937. As the same type of tests were given in both years the data for the two years were combined. The results are given in Table 3. Data for the two years were combined by making the means of the two years coincide and by expressing deviations from the mean in terms of standard units. This did not take into account the differences between the means and the standard

TABLE 3
SIMPLE AND MULTIPLE CORRELATION COEFFICIENTS BETWEEN
INTELLIGENCE TEST, ENGLISH TEST, HIGH SCHOOL
RANK, AND GRADES

$r_{12} = .56$	$r_{23} = .73$	$R_{1-23} = .56$
$r_{13} = .43$	$r_{24} = .41$	$R_{1-24} = .67$
$r_{14} = .57$	$r_{34} = .57$	$R_{1-34} = .58$
		$R_{1-234} = .69$

1—weighted average college grades first semester.

2—American Council on Education Psychological Test score.

3—Co-operative English Test score.

4—percentile rank in high school graduating class.

The probable errors of the gross coefficients were between .02 & .03.

deviations for the two years. The distributions in these two successive years were quite similar, however. If they change in future years recognition should be made of that fact and some adjustment made.

Use of the Psychological and the English Tests will give quite a good prediction, but a combination of the score on the Psychological

Test and the high school rank will be better. The slight improvement resulting from a use of all three independent variables will hardly justify the extra trouble involved. The standard error of estimate, when factors 2 and 4 are used, is about $5\frac{1}{2}\%$. The high correlation between the Psychological and the English tests shows that they test much of the same thing. The use of different types of predictive factors, such as a standard test and class ranking in a preparatory school (showing less relationship to each other) might be better.

The psychological test score and high school ranking combined will give a prediction that will be within 4% of the student's average half the time, and within $5\frac{1}{2}\%$ two-thirds of the time. However, occasional errors of 10% or 12% or more may be expected. Usually these large variations from the predicted outcome can be explained by a personal knowledge of an individual's industry, or illness, or indifference, as the case may be. But this "after the fact" knowledge is not always available at the time the student matriculates. Due to these unpredictable personal factors, absolute dependence cannot be placed on any prediction formula no matter how rigorous its mathematical derivation. One who uses such a method must recognize its limitations as well as its possibilities. This sort of correlation analysis works on the assumption that all relationships are not curvilinear and that there are no joint relationships among the independent variables. These two possibilities may merit further consideration especially if there is improvement in the technique of testing.

—Volume 14, Number 1

TWO SURVEYS OF DEFECTIVE SPEECH IN A CULTURAL COLLEGE

CHARLES H. VOELKER

THIS paper presents the types of disorders of speech and voice which were found to exist in the student population of Dartmouth College. The speech of each entering freshman was examined individually in the Speech Clinic. When inadequacies were found, clinical guidance was offered. The examinations were conducted on the order of surveys, and complete information is now available for the classes entering in 1935-1936 and 1936-1937.

It might be interesting to discuss the nature of the group which is being considered. The average age for boys admitted to Dartmouth ranges from 17 to 18 years. Dartmouth has a selective system of entrance. This seems to work effectively, because clinical procedures must always be administered in such a way as to take into consideration the methods of instructing the gifted.

The tuition and to some extent the geographical distribution of students indicate that the students come from the wealthier levels of society. There is an old adage that wealth and health do not go together. This is, of course, evident to some extent at Dartmouth. An interesting ramification of this is a fact borne out by local dentists, that the teeth of the students are more irregular than is general. These crooked or separated teeth prevent many of the students from making records of their speech without hissing their s's unless special instruction is given. Such small discrepancies are magnified because as boys they are less able to cope with them. This is the result of the sex difference in overcoming organic anomalies. The male phonetics is physiologically more limited by anatomic structure. Furthermore, boys are more prone to certain functional disorders. There is not only a sex difference in the incidence of stuttering unfavorable to males, but there is also the fact that more girls than boys outgrow their stutter. In handling the defectives, the Speech Clinic has the co-operation of the corrective physical education department and the consulting psychiatrist. The evidence at present indicates that certain kinesiological pathologies result in intonation and voice disorders. The aid of the psychiatrist is invoked, since the hysterical personality characteristics of the dysphemic should, of course, be treated whether they be

etiological to, concomitant with, or the result of, the speech disorder. It has also happened that a student was referred by his instructor to the Speech Clinic, whereupon it was found necessary to send him to the psychiatrist for schizophrenic treatment.

A challenging problem for the speech therapist at Dartmouth is the prevalence of respiratory disease. These iatrogenic manifestations must be taken into consideration, of course, in the measurement of speaking proficiency. The otolaryngologist has co-operated very extensively, since a speech symptom may be medical rather than phonetic, and the result of an ear, nose or throat disease. If a student is hoarse from laryngitis, the problem is not phoniatic trachyphonia. Regardless of time or year, the average number who have chronic or acute respiratory troubles hovers around four out of five. This percentage was determined by several random samplings of ten to a hundred students in succession. This situation has not been given the proper attention because of the popular belief that it is caused by the climate. There is, however, much evidence against this tenet.

It has not been possible to indicate objectively the pertinence of the particular psychological and health configurations in characterizing the expectancy of speech disorders at Dartmouth. However, that the situation here is peculiar must be admitted when the actual occurrences of speech cases are considered. It has been found that disorders of speech afflict from 12 to 18 per cent of the student body. This is high for a cultural college. Stuttering has the tremendous prevalence of from 1.3 to 2.4 per cent. These disorders are for the most part dyslalias, which afflict 9 to 11 per cent of the students. The voice disorders, dysphonias, come second in the number of cases, comprising 6 to 9 per cent of the student body. The remaining defects are dysrhythmias and dysphemias, which vie for third place in regard to occurrences. The dysrhythmias have a frequency of around $21\frac{1}{2}$ per cent, and the dysphonias from 2.2 to 3 per cent.

The functional and organic defects of articulation (dyslalias) are for the most part cluttering, lisping, assimilation of nasal phonetic element's nasality (a really serious defect in the extreme), and *sh-zh* defects. There are syllabification disorders, brogues, lack of nasality on nasals, and vowel peculiarities. Other defects found have been labored articulation, breathing inco-ordinations, filtering action of the lips and teeth, and difficulty with certain articulations: *th*, *l*, *r*, *b-p*, *t-d*, *k-g*, and *wh-w*.

The functional and organic defects of voice (dysphonias) are for the most part use of the ventricular bands for voice, hoarseness, nasality, and thinness of voice. Other defects found were twang, child-like voice, thick voice, peculiar clangs in reduced auditory acuity, affected timbres of old age, affected niceties of quality through misconceptions, the stopped-up, the breathy and other individual peculiarities.

SURVEY OF SPEECH AND VOICE DISORDERS FOUND IN STUDENTS OF
TWO FRESHMAN CLASSES ADMITTED TO DARTMOUTH COLLEGE

TYPE OF CASE	1935-1936	1936-1937
Dyslalia	11.0%	9.1%
Dysphemia	2.2%	3.0%
Dysphonia	8.6%	5.8%
Dysrhythmia	2.5%	2.2%
Total Phoniatic Cases	18.4%	12.2%
Total Without Disorders	81.6%	87.8%

Note: Some cases had more than one defect.

Most of the functional and organic defects in intonation (dysrhythmias) concerned time or duration intonation. Other disorders were concerned with pitch, loudness, syllabification, and breath phrasing.

The psychoneurotic disorders (dysphemias) were in the substantial majority of cases what is called stuttering or stammering. Other defects were of the nature of phobias, respiratory disintegrations and peculiarities, and nervous rapid speech.

The second year showed substantial improvement over the first year in regard to the number of defects diagnosed in the Dartmouth freshmen. The 12.2 per cent who had disorders of speech or voice in 1936-1937 compared very favorably with the 18.4 per cent of 1935-1936. The decrease is accounted for principally by the decline in the number of dyslalia and dysphonia cases. The 12.2 per cent more closely approximates the expectancy in a cultural college population than the 1935-1936 figure. There was an increase in dysphemia, and the almost doubled number of spasmophemiatics (stutterers) from 1.3 per cent to 2.4 per cent in 1936-1937 reaches to more than three times the index for an average population.

The difference between the two survey figures, 1935-1936 and 1936-1937, was in harmony with other physiological studies made on the two classes. The 1935-1936 freshman class was in general not equal to the 1936-1937 class in health.

CONCLUSIONS

Surveys of speech defects at Dartmouth College show most defects to be dyslalias. There are a substantial number of dysphonia cases. The dysrhythmias and dysphemias have the least occurrence. In the two freshman classes studied, there were found to be no other types of phoniatic cases.

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THE NEW PROGRAM OF JUDSON COLLEGE

MAY BRUNSON

IN PREPARATION for its centennial session in 1937-38 Judson College inaugurated a new program which it considers a progressive approach to the solution of the educational problems of the modern college woman. The program was planned following an intensive survey of the College made by outstanding educators selected for their broad knowledge of modern trends in higher education and for their national experience in dealing with the problems of the liberal arts college.

In making recommendations for the revision and reorganization of the Judson program, the survey staff considered the following facts: (1) That Judson is a four-year residential college for women located at Marion, Alabama; (2) that it has an enrollment of 250 students; (3) that it has property valued at \$650,000.00 and a modest endowment fund of a little more than \$500,000.00; that it is accredited by the Southern Association of Colleges and Secondary Schools and holds institutional membership in the National Association of Schools of Music; (5) that its faculty is composed of twenty-eight instructors, eleven of whom hold the Ph.D. degree or the equivalent professional degree, and that all teachers in the liberal arts departments hold at least the Master of Arts degree; and (6) that it is essentially a liberal arts college offering one degree, that of Bachelor of Arts.

THE AIM OF THE PROGRAM

On the basis of the findings and recommendations of the survey staff, the president and the faculty of Judson revised the entire program of the College in order to give the student a general education during the freshman and sophomore years, or the junior college period, an opportunity for intensive liberal training and some pre-vocational training during the junior and senior years, or the senior college period, and the personal guidance of a superior personnel staff during her entire college course. General course requirements must be completed by the end of the second year, leaving the third and fourth years free for concentration and specialization. The new program is based on the principle that each student is entitled to a broad general education which gives her a well-rounded preparation for life

and its problems, that this liberal education should be integrated with an appreciation of the fine arts, and that satisfactory personality adjustments should be made during the college years. Judson, as a girls' residential college, has an excellent opportunity to provide this type of education.

DIVISIONAL PLAN

The breaking down of old departmental lines by the elimination of formal departments and the grouping of subjects by fields of study is achieved under the divisional plan of organization. The courses of instruction are organized in four divisions—the fine arts, the humanities, the sciences, and the social sciences. This plan facilitates an excellent type of program for the training of each student, making it possible to distribute her work over a wide range of studies, to discover her personal interests and abilities, and to provide for concentration in some specific field during her junior and senior years.

Subjects of the curriculum are grouped as follows:

The Division of the Humanities, including English, French, German, philosophy, Latin, religion, Spanish, and speech and dramatic art.

The Division of the Sciences, including biology, chemistry, home economics, mathematics, physical education, and physics.

The Division of the Social Sciences, including economics and business, education, history, political science, psychology, and sociology.

The Division of the Fine Arts, including music and art.

The faculty of each division, with a chairman who acts in an advisory capacity, administers the courses of the group in such a way as to bring about a closer relationship between the fields of study involved. Unification of the entire curriculum is secured through the dean of the College, who acts as general adviser and supervisor of the divisions.

ENTRANCE REQUIREMENTS

One of the most progressive steps taken by the College under the new program is the elimination of antiquated requirements for entrance and the breaking away from the policy of requiring a certain technical distribution of high school credits. Under the new plan a student must present, in addition to a recommendation for college work by the high school principal, credentials showing (1) graduation with at least fifteen units from an accredited high school, (2) completion of at least three units in the field of English, and (3)

completion of an integrated program of high school studies which is definitely related to the Judson curriculum. This type of preparatory education assures a balanced distribution of subjects and at the same time gives the high school student freedom in selecting fundamental subjects to form the foundation for a well-rounded college program suited to her special interests and abilities.

BASIC CURRICULUM REQUIREMENTS

Basic requirements for the freshman and sophomore years, or the junior college period, include the completion of a course in composition, a reading knowledge of a foreign language, a course in college orientation, and a survey course in each of the four divisions of the curriculum. The basic course in English composition may be waived, however, for the student who, upon examination, is found to have mastered the fundamentals of composition. The same holds for the foreign language requirement. The student who is able to pass an examination showing that she has a reading knowledge of a foreign language is permitted to do so, whether the examination is based upon work done in high school or in college.

The arrangement of the college curriculum is such that a student may make up deficiencies in her high school training. On the other hand, the girl with superior training in a specific field may take advanced work by passing an examination on her preparatory study.

SURVEY COURSES

The comprehensive understanding of the general fields of knowledge which Judson proposes to give its students is best achieved through survey courses. These courses, each of which is related to life as it is found in the complex social order of today, cut through old departmental lines and bring the subjects within each division into an integrated whole.

The survey course in the *Social Sciences* aims to provide the student with an understanding of the development of our present institutions and an insight into the problems of the social and economic relationships confronting society today.

The purpose of the survey course in *Science* is to acquaint the student with the biological and physical worlds in which she lives. The course provides an integrated study of various fields including biology, astronomy, geology, physics, and chemistry, and their relation to modern life.

Through the survey course in the *Fine Arts* the student acquires an appreciation of beauty as it is expressed in its highest forms in the fields of music, painting, sculpture, architecture, poetry, the dance, and the theatre. In this course the principles of beauty are taught by the instructor, and their application is provided by specialists in each field. The importance of art in individual and group life is emphasized, and students are encouraged to attend concerts, recitals, and exhibitions of recognized excellence.

The survey course in the *Humanities* aims to give the student a knowledge of Western culture in order to enable her to interpret more intelligently the literary and philosophical problems of mankind.

Each survey course is taught by a staff of the best trained and experienced professors in the division. One of the members of the staff is responsible for the course, but several co-operate in its teaching, each teaching the part in which he or she has had special training. Thorough integration of the course is brought about by frequent staff conferences.

As survey courses are a recent development in the field of higher education, only a few textbooks are available for use in the teaching of the various courses. Hence, after thorough study the substitution of reading lists for textbooks was deemed more desirable, and has been made in all of the courses. The syllabi for the survey courses, prepared by the faculty members of each division, represent thorough research and intensive study on the part of the professors of each survey staff. The instructors who prepare these syllabi and teach the survey courses must necessarily have a broad knowledge of the general field in which they are teaching, must break down departmental lines in their thinking, and must acquire an integrated understanding of the entire range of knowledge included in their respective survey courses.

The substitution of syllabi and of reading lists for textbooks was at first thought to be disadvantageous, but this is now considered a distinct advantage to both students and instructors. Students are necessarily using the library of the College more than ever before, and faculty members have had to reconstruct their courses in the light of their relations to an entire division of knowledge.

PERIOD OF CONCENTRATION

With the fundamentals of each division of knowledge acquired during her freshman and sophomore years, a student is prepared to

select her field of concentration for her junior and senior years. She chooses this field upon the basis of her own interests and abilities and with the guidance of the director of personnel and the dean of the College.

In the division of the Humanities, a student may select English, French, Latin, or speech and dramatic art; in the Sciences she may major in biology, chemistry, home economics, or mathematics; in the Social Sciences she may choose economics and business, history and political science, psychology, or sociology; in the Fine Arts she may designate either music or art as her subject of intensive study. Her subject of minor interest is chosen in a related field.

Thus, upon the completion of her senior year at Judson, each girl will have a broad understanding of the principal fields of learning, and her knowledge of one field will be thorough and complete.

INTEGRATION OF THE LIBERAL AND FINE ARTS

An appreciation of the fine arts is considered essential in the development of the cultured person; therefore, Judson College provides for its students a program in which the liberal and fine arts are integrated. Through the survey course in the fine arts required of all students, each girl acquires an appreciation of beauty as it is expressed in the various fields of art. Furthermore, under the Judson flat-rate plan, instruction in music and art has been opened without extra charge to students with special interest and ability in these fields. The plan eliminates the financial barrier formerly existing between the fields of the liberal and the fine arts. As a result the registrations this year in the Fine Arts Division have increased 75.5 per cent over those of last year. Majors leading to the Bachelor of Arts degree are offered in both music and art. In the merging of the liberal and fine arts Judson provides a knowledge of the basic elements of the fine arts for all of its students and a liberal arts atmosphere for those who concentrate in one of the fine arts fields.

PERSONNEL DEPARTMENT

Believing that the importance of personality adjustment and development cannot be over-estimated, Judson College during the past four years has developed a well-organized personnel department. The staff, composed of a professionally trained director of personnel, two professionally trained dormitory supervisors, and the college nurse, seeks to assist each girl in making satisfactory mental, physical, and

social adjustments to college life and in intelligently preparing herself to take her place of responsibility in modern society.

The personnel staff gives major thought to assisting each student in reaching her highest level of mental development. Individual abilities are discovered through a comprehensive testing program, and special interests are revealed through various extra-curricular activities. The resident heads of the College dormitories have conferences with each student every two weeks, and the director of personnel has monthly conferences with every girl. These conferences are designed to help the student gain a deeper insight into her academic as well as her personal and vocational problems and to solve these in the light of this understanding. The staff makes time schedules for students who need them, and when advisable arranges special conferences with the proper faculty members to determine the cause of a student's academic difficulty. The members of the staff also assist the student in discovering the field of her special interest for concentration during her junior and senior years. A cumulative record is kept of each girl's college activities. This is deemed to be indispensable to the operation of a satisfactory personnel program.

The supervision of dormitory life under the direction of the personnel staff not only facilitates the advising of students on academic matters, but also aids in the direction of social activities, the solution of personal problems, and the control of health habits.

The importance of health is recognized by the department in the maintenance of a modern infirmary under the direction of a full-time registered nurse and the counsel of a college physician. At the beginning of the session, each student of the College is given a complete physical examination, and upon the basis of this examination remedial procedures are recommended, physical defects corrected wherever possible, and the student's academic load and her physical education schedule determined. Cases of emotional maladjustment are treated without publicity. The dining hall service of the College, under the supervision of a dietitian professionally trained in dietetics and institutional management, is maintained at a high degree of efficiency. Only meals of the best quality are served, and whenever necessary special diets are prepared.

In an effort to develop wholesome attitudes and a sound appreciation of values, the number of restrictions placed on the student is maintained at a minimum. A multitude of rules has been replaced by the

Judson Code which consists of four fundamental principles of social relationships—namely, the principles of honor, self control, conformity, and good citizenship. Moreover, the College encourages the student to develop a sense of individual responsibility; for example, class attendance is placed on a voluntary basis for students maintaining a scholastic average of B.

Social poise is developed through a well-organized and supervised program of social life. The atmosphere of the College, as nearly as possible, approximates that of the normal cultured home, and under trained supervision a program of both formal and informal social functions is provided for all students. Social training is further achieved through a course in social usages offered by the director of personnel.

While every member of the personnel staff strives to view the student as a complete personality, yet specialization is provided whereby one staff member is prepared to give guidance in vocational matters, another in personal and educational problems, and another in health. This specialization facilitates a more scientific approach to the entire field of student guidance.

INCREASED CHARGES AND THE FLAT-RATE PLAN

In order to provide a superior quality of educational service for its students, Judson College has increased its charge for each student by approximately \$250.00 a year over the charge prevailing in 1932-33. This has been made gradually over the five-year period without decreasing the student body. In fact, the result has been a somewhat larger student body and a notable increase in student income.

According to the flat-rate plan now prevailing, only one charge is made for all students—\$700.00 or \$750.00 a year, according to the dormitory selected, regardless of the course of study which a girl follows. The basic charge covers all regular academic costs, including laboratory and studio fees and instruction in music, art, and speech. Thus Judson places all of the advantages offered by it—educational, cultural, and vocational—within the reach of all of its students without creating any financial differences between departments of instruction. The Judson program is planned on the assumption that the student wishes a high quality of educational service and that she should pay a larger share of the cost which the College incurs in providing it for her.

The four college years, as seen by Judson administrators and faculty, should prepare the student for the highest type of citizenship. This preparation involves reaching her highest levels of intellectual development and social competence and the making of satisfactory personality adjustments. In harmony with its basic purpose, therefore, Judson College has inaugurated its new program which aims "... to assist young women in preparing themselves for intelligent, responsible, and cultured living in the present-day social order."

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REMEDIAL PERSONNEL TESTING

AMY L. PERSON

IN ORDER to help students discover personality shortcomings and to guide them in their personal growth, Trevecca Nazarene College has instituted a program in Remedial Personnel Testing. The students at the college are representative of the average student population. At one extreme are talented, ambitious, refined young men and women and at the other are awkward and uncouth youths who frequently use provincialisms and generally poor grammar when they speak.

For several years the Co-operative English Tests have been used. Two years ago we inaugurated a more ambitious program and instituted four Co-operative Tests; namely, English, General Mathematics, General Science and Contemporary Affairs. Our aim is to follow closely the Sophomore Testing Program, giving entering freshmen the tests and following up the work in the second year with a similar series to discover whether there is any improvement over the first.

However, with this program we perceived still another need. What about things other than literary work? Many people never find out a student's deficiencies in history or mathematics; it is easier to perceive bad manners, uncouth appearance, or an "inferiority complex." These deficiencies are very real and may cause failure in life, yet few schools make an effort to remedy them. We began to investigate personality testing.

We were not satisfied with the personality rating blanks we had seen. They were good as far as they went, but they did not go far enough. In fact, the goal usually seemed to be a record of the student which might be consulted when placing him in a position or advising him about his life work. Since this was not enough for our purpose, we proceeded to compose our own test.

By "personality test" we mean the combined reactions of various instructors and deans toward the personality of each student, such reactions being assembled on a master sheet which is kept for each student. The purpose of the test is to help the student to discover his faults and weaknesses in order that he may, as far as possible, overcome them. In other words, it is a diagnosis. Naturally it will not be expected to overcome a student's handicaps automatically, but it can point them out and indicate what he must do to remedy them.

Our test as finally printed, after undergoing many changes, is divided into ten sections, headed respectively by the following topics: Appearance, Manners, Ethics, Philanthropy, Social Consciousness, Attitude toward Opposite Sex, Attitude toward Health and Hygiene, Egocentricity, Use of English, and Study Habits. Some of these may be a bit hazy. For instance, Philanthropy has to do with unselfishness and its opposite, and Egocentricity with superior and inferior attitudes. Under each topic are listed a number of statements (usually five) beginning with the most positive and ending with the most negative, only one of which is to be checked. For example, under "Manners" are the following statements:

1. Perfect in manners and courtesy
2. Usually well mannered
3. Well mannered on some occasions
4. Careless of manners
5. Crude and uncouth

Over to the right of these topics are lists of specific items, with room for additional ones to be supplied by the instructor when considered necessary.

The instructor was given a sheet for each student and requested to consider him thoughtfully and then place an "x" before the most descriptive of the various items under each trait. In the lists of specific items he was to mark as many as applied and add others if he desired. He could sign his name on the sheet or not, as he pleased. The sheets were then assembled and the registrar posted on the master sheet evaluations of each student by faculty and deans. This was done by writing as many "x's" as there were votes for a particular point.

With the test preparations under way the co-operation of the students was sought in their administration. After their curiosity had been aroused by announcements, they were asked to refrain from discussing their ratings and from trying to guess which instructors were responsible for certain markings.

Since all of the comments and evaluations for each student were recorded on the master sheet, the student was given a copy of this sheet so that he could familiarize himself with his ratings. The students have displayed a very gratifying attitude toward these tests. At first it was felt that it was necessary to convince them that there were certain advantages in taking this test. They now accept the test as a part of the regular routine and examine their evaluations quite fairly.

Below are some of the critical comments which were presented by students:

The personality test has helped me to "see myself as others see me."

It reveals both my good and my bad qualities. I want to improve myself, and by studying these reports I know what to work on. I consider the test one of the finest things offered by Trevecca. It has helped me a great deal.

The personality test has meant more in my life than any other form of criticism I have ever received. By it I learned some of my secret faults and have been able to correct a few. I believe this to be the most valuable test I ever took.

I appreciate mine very much. It was better than I expected. I feel I have improved since last year. . . . I think every teacher gave me justice.

I think everything marked on the test was correct and not a thing was unfair.

The personality test made me wake up and take notice of my weak points. I have plenty of room for improvement and want to be improved by next school term. Thanks for the criticism.

The tests gave just what I've wanted to know—what other people thought of me, especially those who teach me. I find there are a few points that I need to improve on. There were also a few good points that I wouldn't have thought of. This gives me courage to try a little harder to improve my personality.

I appreciate the personality test because I realize its purpose is to help me. I know I have faults, but seeing them checked on a paper convinces me that others know it too. In striving to improve myself, having definite points to work on is a help. Having the good qualities checked as well as the faults is an encouragement, and make me want to develop those qualities more.

The personality test was a success because it told me some things about myself of which I was never conscious.

Though some of the statements differed from my opinion of myself, I feel that I can make some improvements.

I liked my personality test because it pictures me as others see me. I think it was fair and there was no prejudice in it.

The personality test was a help to me. It showed a fault of mine that I was only vaguely aware of. Since then I believe I have improved along that line.

The test is fine because it tells your good points as well as your bad ones. The good ones can be made better; the bad ones can be made good if we will take the interest in them.

I feel that it was a fair criticism. . . . I was glad to know what others thought of me. I also was encouraged to know that I had some commendable traits.

No doubt it is true of young people as it is of adults that there are some who consider themselves well-nigh faultless and prefer to hide their eyes from the truth, like the proverbial ostrich in the desert. Perhaps we cannot hope to help such to any appreciable degree.

A few offered friendly criticisms:

I think the teachers should be very careful in their evaluation because some students are sensitive.

I should like to know which teacher gives me certain ratings.

The tests showed a lack of observation on the part of the teachers. Outstanding faults were overlooked or misjudged. Not critical enough.

I think that on some points the teachers did not consider carefully the students that they were grading.

In a few cases I think that the judgments were unfair, but as a whole they will help the individual who will take them in the right light. I think the judges should study the students more closely.

There was no difficulty in securing the co-operation of the faculty. Last year it was felt that as a group the instructors needed to observe the students more closely and to study more thoughtfully the meanings of the various points. This year there was improvement, possibly due in part to a special faculty meeting in which the items were carefully analyzed. Some instructors felt that in a few cases there was a duplication. As far as possible this was corrected in the 1938 test, although not many changes were made.

We realize that the traits and characteristics listed on the test blank are not all inclusive or mutually exclusive. This form was devised, however, to fit our problem and will be revised and refined through experience.

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COLLEGE CATALOGS—THEIR CONTENT AND DISTRIBUTION

SISTER MARY VIVIAN, S.L.

THE purpose of this paper is to discuss two important problems involved in the preparation and publication of college catalogs namely, their content and distribution. What to include in the catalog is a vital question worthy of careful study. The inclusion of any topic should depend upon its contribution to the purpose, or purposes, intended in the publication.

The college catalog serves many useful purposes. While it exists chiefly for the guidance of present and prospective students, it is valuable to parents, teachers and counselors. The faculty and administration officers need it. It is an important source of information for a study of the college. It is the chief representative of the college and its offerings; however, the dominant function of the catalog is to supply the general public with authentic information concerning the opportunities for collegiate education including requirements for admission and graduation. To a limited extent the catalog is an advertising medium, but its usefulness in this respect depends largely upon its style, its literary qualities, its modesty, its clearness, its accuracy and its facility of examination. "The dignity and modesty displayed in a catalog have come to be a fairly safe index to the reliability of the institution it represents."¹

Since college catalogs are distributed among high school graduates who are interested in selecting the college they will attend, the institution should include material suited to their needs and should strive for simplicity and clearness in arrangement. The catalog should be made attractive and should help to create a favorable impression of the college, but should be accurate in all its statements. Careful editing with fine workmanship, in the printing and binding, added to an attractive cover, will create a desire to examine the contents of the catalog, despite the old saying, that one may not judge a book by its cover.

* This paper was read before the last meeting of the Colorado-Wyoming Association of Collegiate Registrars and was submitted for publication.

¹ Jarvis, D. D., "The College Catalog," Department of the Interior, Bureau of Education, Circular No. 13, January 1919.

Reeves, Russell, and others, in the *Liberal Arts College*,² devote a chapter to the College Catalog. In their analysis of the contents of some thirty-five college catalogs, they list fourteen major features with various sub-divisions under each, as found in these catalogs. Among the features appearing most frequently are the following: academic and general calendars; administration and instructional staffs; general information, historical data, curriculum administration; courses of study; admission requirements, requirements for degrees, buildings and equipment; accreditation of the college; tuition and fees, housing and boarding facilities; student organizations and activities. More space is devoted to the courses of study than to any other feature, which is as it should be, for this is the most important part of the catalog. As an economy measure, some of the larger institutions have abandoned the practice of including in the catalog a complete list of all registered students and their geographical distribution. In fact, the general tendency is to eliminate all material which does not contribute in some special way to the usefulness of the catalog.

THE COLLEGE CATALOG³

FEATURES

- I. Introduction:
 1. Table of contents
 2. Calendar, general and academic
 3. Map or chart of campus
- II. The corporation:
 1. Officers of board of trustees
 2. Trustees:
 - a) Date of first appointment
 - b) Ending date of terms
 - c) Electorate
 - d) Occupations
 - e) Addresses
 - f) Committee assignments
 3. Official visitors, if any
- III. The administrative staff:
 1. All officers named
 2. Training
 3. Professional experience
 4. Date of local appointment

² Reeves, Russell, and others, *The Liberal Arts College*, Chicago University Press, 1932.

³ *Ibid.*

IV. The instructional staff:

1. Degrees held
2. Rank and department
3. Educational institutions attended
4. Professional experience
5. Date of local appointment
6. Committee appointments

V. General information:

1. General objectives of the college
2. Historical statement
3. Accreditation
4. Location and transportation facilities
5. Buildings and equipment
6. Amount of endowment
7. Publications
8. Number of volumes in library
9. Student organizations and activities
10. Religious activities
11. Discipline
12. Student aid
13. Alumni organization and activities
14. Housing and boarding facilities
15. Fees
16. Placement service for graduates

VI. Administration of the curriculum:

1. Admission requirements
2. Registration procedure
3. Class relations and credits
4. Graduation requirements
5. Suggested curriculums:
 - a) Towards its own specific degrees
 - b) Prevocational
 - c) Vocational

VII. Courses of instruction:

1. Departmental or divisional objectives
2. Explanation of terms and codes
3. Numbering scheme for courses:
 - a) Simplicity
 - b) Clearness
4. Sequence requirements
5. Course statements:
 - a) Arrangement
 - b) Definiteness
 - c) Completeness of description
 - d) Avoidance of repetition
 - e) Statement of prerequisites
 - f) Year offered, in case of alternation

VIII. Catalog of students:

1. Degrees awarded
2. Prizes and honors

- 3. Enrollments and distribution
- 4. Summary
- IX. Index:
 - 1. Adequacy
 - 2. Reliability
- X. Size and form of catalog:
 - 1. Convenience for library shelving
 - 2. Economical mailing costs
 - 3. Economical in production costs
- XI. Literary qualities:
 - 1. Organization
 - 2. Style
 - 3. Vocabulary
- XII. Accuracy of statements:
 - 1. Facts of general information
 - 2. Courses offered
 - 3. Implications
 - 4. Date of catalog
- XIII. Use of educational terms:
 - 1. Standard with other colleges
 - 2. Comparability
- XIV. General arrangement and impression:
 - 1. Quality of paper
 - 2. Type, set-up, binding
 - 3. Use of appropriate pictures

A table of contents seems more suitable to the large catalog issued by universities than to that of the small college, but a reliable and adequate index is essential to both. Some editors favor good pictures of the college buildings. Pictures appeal to students, but too many illustrations tend to give the catalog the aspect of an advertising circular, thereby lessening its dignity. The size of the catalog should receive due consideration. For convenience in shelving and in mailing, the six by nine-inch size seems to be most popular.

Because students are the most frequent users of the catalog, items of information which are of the greatest importance to them should be given prominence in the selection of catalog material. The value of the catalog to the college student is clearly demonstrated in a recent study by Gladfelter,⁴ in which he shows that some items to which catalogs devote considerable space are seldom or never used by the students. He also states that the material of greatest interest to the

⁴Gladfelter, M. E., "An Evaluation of Several College Catalogs," JOURNAL AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS, April, 1938.

student is "information concerning the faculty, the accreditation and objectives of the college, student organization and activities, opportunities for physical recreation, housing and boarding facilities, tuition and fees, placement service for graduates, admission and graduation requirements, listing of required and elective courses in curriculum, description of courses of instruction and degrees awarded." In Table 11 he lists in the order of their frequency the items for which the student looks when he examines a catalog. These are: courses offered, admission requirements, and fees and tuition.

While interests of the student furnish one guide in the selection of content material for the catalog, it is obvious that the editor cannot exclude all material in which the student has little or no interest. Consideration must be given to materials needed for accrediting associations, for historical data and reference purposes and for institutional appraisal. In keeping with what has been said thus far in our discussion, it seems that the content problem of the catalog might be solved by the inclusion of important material of interest to the following groups: students and their counselors; faculties and administrators; institutional archivists; and the general public. This will be determined by the individual interests of each institution and the locality which it serves.

Our second problem, the distribution of the catalog, concerns registrars in a more practical way. No one will deny that distribution of the catalog is a problem. Requests for college catalogs increase each year. Catalog collectors are rivaling stamp collectors. Philatelists may be more numerous but they are no more insistent than collectors of college catalogs. Requests come from most unexpected sources. The college receives requests not only for the latest edition of the catalog but for back numbers over several years. In all probability hundreds of requests for catalogs are made with no serious intention and are therefore a total loss to the institution, but no registrar has the heart to refuse a polite request for a copy of the college catalog, as long as the supply lasts. A request on a post card giving nothing more than the name and address of the one making the request, with no possible clue to the reason for the request, finds its way to the waste basket in our office. The only solution to this problem seems to be a carefully prepared mailing list for each institution and a firm resolution to keep to the list, come what may. The study of distribution of catalogs by Loretto Heights College is shown in the following table, which covers

one year. It shows that approximately fifty per cent of the six hundred catalogs were sent to others than prospective and resident students:

DISTRIBUTION OF SIX HUNDRED CATALOGS—1937-38

Colleges—Presidents, Deans and Registrars	60
Universities—Presidents, Deans and Registrars	45
Publishing Houses—College Books	30
Associations and Individual Requests	30
Librarians	20
High Schools—Principals and Deans	20
Research Workers	14
State Departments of Education	10
Newspapers and Magazines	10
Schools of Education	12
Chambers of Commerce	4
Library of Congress—Washington, D.C.	3
Bureau of Education—Washington, D.C.	3
Student Bureaus	3
Prospective Students	336
Total	600

This brief study is typical of the requests for catalogs of the small college and by increasing the numbers may be representative of those made upon the larger institutions.

—Volume 14, Number 1

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2. BRIGHT, ALAN, "A Study of the College Catalog," *Bulletin of American Association of Collegiate Registrars*, July, 1927.
3. GLADFELTER, M. E., "An Evaluation of Several College Catalogs," *JOURNAL OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS*, Vol. 13, No. 3, 1938.
4. JARVIS, C. D., "The College Catalog," Department of the Interior, Bureau of Education, Circular No. 12, January, 1919.
5. MILLER, CHRISTIAN, "Know the College by the Catalog," a clipping—1934.
6. REEVES, RUSSELL, and others, *The Liberal Arts College*, Chicago University Press, 1932.

SUMMARY OF STUDIES REPORTED

Entrance Credit for Music

THE Executive Committee of the Eastern Music Educators Conference made a study of the amount of elective credit granted by eastern colleges of arts and sciences for secondary school work in music.

The following information has been compiled from the 121 replies received to the questionnaire:

Question 1. How many of the total units required for admission may be elective?

- No elective units are allowed in 1 college
- From 1 to 3 units are allowed in 30 colleges
- From 4 to 5 units are allowed in 33 colleges
- From 6 to 7 units are allowed in 23 colleges
- From 8 to 10 units are allowed in 17 colleges
- Whatever units the school allows are accepted in 12 colleges

Question 2. How many of these elective units may be in music?

- No elective units in music are allowed in 15 colleges
- 1 elective unit in music is allowed in 52 colleges
- 2 elective units in music are allowed in 26 colleges
- 3 elective units in music are allowed in 10 colleges
- 4 elective units in music are allowed in 5 colleges
- 5 elective units in music are allowed in 2 colleges
- 7 elective units in music are allowed in 1 college
- No limit was set in 1 college

Whatever units the school allows are accepted in 9 colleges

Question 3. Do you specify the kind of music work that would be accepted?

- The kind is not specified in 42 colleges
- Theory is specified in 28 colleges
- Harmony is specified in 35 colleges
- History and Appreciation is specified in 29 colleges
- New York State Regents courses are specified in 5 colleges
- Counterpoint is specified in 2 colleges
- (In many of the above colleges the electives may be in Theory, Harmony, or Appreciation.)

Question 4. Do you allow entrance credit for Applied Music? (Orchestra, Band, Glee Club, or A Cappella Choir)

75 colleges do not

33 colleges do

(Some colleges accept this if on the approved courses of accredited high schools. In many cases four or five periods a week are required and credit is based on laboratory standing—2 hours' work, 1 hour credit.)

Question 5. Are you willing to make a statement regarding the attitude of your committee on admissions on the subject of music as an entrance requirement? Has there been any change in this attitude in the last ten years? If music credit is allowed, have the results been favorable? If not, are there some basic criticisms with regard to the teaching of music in the high schools that lead to this rejection of music as an entrance subject? During the last ten years a more favorable attitude toward accepting credit for music as an entrance requirement has been taken by 31 colleges.

Criticisms of the preparation of high school students in music for college were made by 6 colleges.

Statements regarding entrance requirements in music were made by 54 colleges (without commenting favorably or unfavorably).

No reply to the above question was made by 30 colleges.

—SUBMITTED BY THE EXECUTIVE COMMITTEE

A Study in Prediction and Mortality

DURING the year 1936-1937 Asbury College completed a study on the relationship between the ratings obtained on the Terman Group Test of Mental Ability and the Kentucky Classification Test and the College average. In the study were included 128 freshmen who were in attendance during both semesters of the college year.

The following table shows that the Kentucky Classification Test

TABLE SHOWING THE COEFFICIENTS OF CORRELATION BETWEEN INTELLIGENCE AND SCHOLARSHIP FOR 128 FRESHMEN AT ASBURY COLLEGE, 1936-37

INTELLIGENCE TEST	SCHOLARSHIP	r.
Terman Group Test of Mental Ability.....	First Semester	.497 ± .040
Terman Group Test of Mental Ability.....	Second Semester	.421 ± .048
Terman Group Test of Mental Ability.....	Total Year	.524 ± .043
Kentucky Classification Test.....	First Semester	.562 ± .040
Kentucky Classification Test.....	Second Semester	.513 ± .043
Kentucky Classification Test.....	Total Year	.574 ± .040

yielded a higher correlation with scholarship than did the Terman Group Test of Mental Ability. The table shows also that total-year scholarship was a better criterion of college success than either first-semester or second-semester scholarship.

(The correlation between the Terman Test and the Kentucky Classification Test was found to be .78.)

Of the 128 freshmen included in the study 93 returned for their sophomore year. The average intelligence score (Kentucky Classification) for those returning was 51.27 and for those withdrawing 50.93, a difference of .335 with a standard error of 2.103. The actual difference divided by the standard error of the difference results in .15, which means that the chances are only 56 in 100 that the true difference is greater than zero, or only 5 per cent of what it should be to insure a reliable difference. Thus, intelligence seemed to have no reliable influence upon mortality at Asbury.

—HELEN BISHOP

Constancy of the I.Q.

A PART of a very comprehensive study on the constancy of the I.Q. which deals with the relationship of intelligence tests scores and school achievement to the occupation of the parents of the children tested will be of interest to the readers of the JOURNAL. In making a study the author grouped the occupation of the parents into five groups: Group I, unskilled workers; Group II, semi-skilled workers; Group III, skilled workers; Group IV, business and clerical workers; Group V, professional workers. This is the same as Taussig's classification with his "farmer" group left out.

The evidence from the study seemed to indicate that:

1. From a sociological point of view, two facts stand out prominently, first, that there is a positive correlation between occupational groups and intelligence, and second, that more than three-fourths of the children above average in intelligence, come from occupational groups above Group II. From evidence found in this study success in intelligence tests is directly related to the occupations of the fathers. When the scores of the children were classified into groups according to the economic level of their parents (Taussig's classification) it was clear that in general the median scores increased *pari passu* with economic level. Also substantial difference in median scores appeared among the various occupations. For example, there were ten points

difference between Groups III and IV and between Groups II and III. The correlation between the occupational groups and the I.Q. groups as found in this study was .496; this is higher than that of any investigators mentioned by Pintner; the highest recorded by him is .43.

2. It would seem to follow from the evidence cited that the occupation of parents has a direct relation to probable success of children of the American public school. It is much easier for the children of the professional class to succeed in mastering the curriculum with its emphasis upon conceptual knowledge, than it is for the artisan class. In this study a positive correlation was found between grade medians of children and the occupational groups of parents. This correlation was .323. This correlation is high enough to warrant such a conclusion.

Several possible explanations of the differences in I.Q. between the occupational groups are worthy of mention. One of these is that the intelligence tests are weighted in favor of the children from the higher educational groups. Another assumes that the tests are measuring acquired differences rather than innate. A third, on the other hand, states that the tests are measuring real and innate differences in intelligence, while a fourth possibility is that these differences are due to physiological causes, either acquired or innate.

The scholastic, particularly the linguistic type of training is commonly thought to be much better in the homes of the higher occupational groups. On the other hand, it is usually believed that children in the homes of the lower occupational groups get more training in manual dexterity and so-called practical affairs than do those at the other end of the scale. If these beliefs are true, and the intelligence tests are weighted in favor of linguistic and scholastic achievements, then no very reliable measure of intelligence is possible by these unless the home environment is known and taken into consideration.

This correlation between the I.Q. and occupational groups is an important fact, in view of our present social organization, and deserves further consideration.

—SARAH GERLACH

EDITORIAL COMMENT

The A.C.G.P.A.

AT THE annual meeting held in Cincinnati in 1934, the American Association of Collegiate Registrars accepted an invitation to affiliate with the American Council of Guidance and Personnel Associations, then in process of formation. Other affiliated bodies are:

Alliance for the Guidance of Rural Youth
American College Personnel Association
Eastern College Personnel Officers
Institute of Women's Professional Relations
National Association of Deans of Women
National Association of Business and Professional Women's Clubs,
Inc.
National Vocational Guidance Association
Personnel Research Federation
Teachers College Personnel Association
Western Personnel Service

The Council, to quote from the *modus operandi* adopted in lieu of a constitution, is charged with the responsibility of effecting co-operation among the associations to the end that mutual acquaintance may be cultivated, and that principles, practices and professional standards in this field may be advanced. It undertakes to foster the aims which these organizations have in common, without in any way minimizing their activities in carrying out the special aims of each association in its own field.

The representative of our Association is a member of the Executive Committee, and sometimes an officer, of the Council. Funds for the Council's activities are derived from contributions made annually by member organizations, and an annual meeting is held just prior to the meetings of the National Association of School Administrators (formerly called the Department of Superintendence). In addition to the Council's meetings, three member organizations, the Deans of Women, the College Personnel Association and the Vocational Guidance Association, meet at the same time, their programs being built around a central theme and their meetings being so arranged as to permit a large amount of interchange. The convention next February will be held in Cleveland.

In view of the constantly growing emphasis upon organized personnel and guidance work on most campuses, and the increasing part in it which the registrar is called upon to play, our membership in the American Council may well become one of the most fruitful activities of the American Association of Collegiate Registrars.

—W. C. SMYSER

Congratulations

A FEW weeks ago number one of the first volume of the *Journal of the National Association of Deans of Women* came to the Editor's desk. It is the result of a long and determined struggle on the part of many members of that organization for an association magazine in spite of the limited financial resources available. Because of the low salaries many deans receive, some of the members felt that the Association would not be able to finance its own publication.

The *Journal* should be a source of much pride to those whom it represents. Each quarter it will bring news from the field, which will be helpful to those who always find joy in their jobs, and inspiration to those who have begun to wonder whether or not they have "talked themselves out."

The JOURNAL OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS congratulates the N.A.D.W. and is pleased to welcome its *Journal* to the family of professional house organs. During the past few years a number of colleges and universities, or some of their more enterprising faculty members, have assumed the responsibility for publishing periodicals which deal with higher education in general or with some specialized field. Aside from these there are several publications which are promoted by commercial concerns and a few which are aided materially by subventions from foundations. All of these are helpful and make contributions to the field of education. But most of them are edited and managed by a salaried staff and doubtless a few anticipate annual dividends.

When individual members of an association make personal and financial sacrifices to spread abroad in a self-supported publication information and research which will be helpful to others, they manifest an interest in professional rather than in personal gain.

They Serve Us Well

ONE of the most active committees of the American Association of Collegiate Registrars is the Committee on Special Projects. No organized body, whether it be a trade union or an association of registrars, can long exist unless its members get a return on their investment. Ours is an investment of time. Much of the return is represented by the reports of the Committee on Special Projects.

The annual study on some important problem in higher education, which is conducted by the chairman and which is presented to the April convention, reflects an unselfish interest in research and a deep desire for professional growth. The studies which have been completed during recent years demanded considerable time and required skill and intelligence in the compilation and interpretation of the data at hand. When finally presented they proved to be of value not only to registrars but to all who labor in the field of higher education.

The annual report on Enrolments in and Degrees Conferred by Member Institutions presents in tabular form information which is valuable not only for immediate use, but data which will serve those who in years to come might conduct research calling for such tabulations. This report, though not as widely read and quoted, is more reliable than the autumn reports on enrolments, because it is the final tabulation of official compilations.

The report on the accreditation of member institutions is a helpful volume, in which are listed hundreds of institutions of higher learning and the accrediting bodies by which they are approved. To keep this information up to date is indeed a task which deserves commendation.

One must be mindful, however, that it is the desire of the registrar to help and to co-operate which makes all of these studies and reports possible. Only because he continues to supply accurate and understandable information in response to inquiries and questionnaires are the members of the Committee able to perform their commission. But too much praise cannot go to those on the Committee who perform much of the labor. In addition to the services which they render so successfully to their institutions, they spend many hours so that others might profit from their leadership.

Thank You

THE following comments have come unsolicited to the desk of the editor:

In this morning's mail I received the latest copy of your JOURNAL. I want to compliment you upon it. The editorial work is excellent and the articles are most interesting.

—F. I. SHEEDER, Registrar, Ursinus College

I have just received the current number of the JOURNAL and I am glad to tell you that I consider it a very creditable publication. I appreciate this publication and look forward to the coming of each number.

—S. R. DOYLE, Registrar, Florida State College for Women

Please permit me to say that I think the JOURNAL has improved greatly in the past year. I think the change in the name a good one and the cover is very attractive.

—PHILIP F. ASHTON, Registrar, Seattle Pacific College

Certainly the publication is one of the most valuable of all our educational publications.

—MENDEL S. FLETCHER, Registrar, Furman University

I am very much impressed with the outstanding quality of the JOURNAL OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. You are to be commended for assembling such a wealth of interesting material.

—J. R. SAGE, Registrar, Iowa State College

May I offer my congratulations on the new form in which the Report of Enrolments and Degrees is presented. This is so much easier to use than the old folder type.

—FLORENCE N. BRADY, Registrar, Occidental College

You are to be congratulated upon the make-up of the Enrolment Report. It is a great improvement over the form used previously.

—H. W. HOLTER, Registrar, Bucknell University

Your organization is, I think, one of the most aggressive educational organizations in this country, and I wish to extend to you and to the organization many wishes for the future.

—W. H. WASHINGTON, Dean, School of Vocational Education,
Clemson College

Duke University, 1838-1938

DUKE UNIVERSITY at Durham, North Carolina, which will hold its Centennial Celebration during the academic year 1938-39, had its origin in Union Institute in Randolph County. This institution was formerly a private school, being reorganized in 1838-39 by the Methodists and Quakers of Randolph County, headed by Brantley York.

In 1842 Dr. Braxton Craven, pioneer educator who was an outstanding figure in the early history of education in North Carolina and the South, became president, and in 1851 Union Institute was reincorporated as Normal College, pioneer in teacher training in the South; in 1859 Normal College was reincorporated as Trinity College, affiliated with the North Carolina Conference of the Methodist Episcopal Church, South.

In 1887 Dr. John Franklin Crowell, native of Pennsylvania and an alumnus of Yale, was elected president, this being the first conspicuous instance of an educator from the North being chosen to head a Southern institution of higher learning. Through the efforts of President Crowell and others, the institution was authorized by the State Legislature to move to Durham, Trinity College opening there in 1892.

Rev. John C. Kilgo, later Bishop of the Methodist Episcopal Church, South, became president in 1894; three years later Mr. Washington Duke, of a family long prominent in the industrial life of North Carolina and the South, contributed \$100,000 to a permanent endowment of the institution conditioned on the admission of women, supplementing it by a like amount in 1899 and again in 1900.

Three years later the Trustees issued their notable pronouncement in support of academic liberty, this growing out of the widely publicized "Bassett case" and being one of the outstanding declarations in the entire history of American education in the matter of academic freedom.

Dr. William Preston Few, for a number of years professor of English, was elected president in 1910 and fourteen years later the name of the institution was changed from Trinity College to Duke University to integrate it with a program of humanitarian effort outlined in the Indenture of Trust of the late James B. Duke, son of Washington Duke and brother of Benjamin N. Duke, another of the institution's generous benefactors. In the Indenture and in his will Mr. James B. Duke made liberal financial provision for the institution.

Shortly thereafter an extensive building program was initiated. What is now known as the East Campus was rebuilt, eleven buildings being added and this unit later becoming the Woman's College. In 1930 the new university plant, known as the West Campus, was occupied, Duke Hospital and the School of Medicine being opened in that year.

The University Chapel was completed in 1932, this marking the end of

the original building program of Duke University. Since that time, however, a large and adequate nurses' home has been built and a new graduate dormitory for the housing of 565 students is now in process of erection.

Duke University, as it is now constituted, comprises two undergraduate colleges, Trinity College for men and the Woman's College; the Graduate School of Arts and Sciences; the Schools of Law, Medicine, Nursing, Religion, and Forestry; the Summer School, and the Division of Engineering. The student body is composed of 3500 students, exclusive of the summer enrolment, coming from 44 states and six other countries. As it faces its Centennial Year, it has alumni in every state of the Union and in 31 countries beyond the borders of the United States.

IN THE OFFICE

IN THIS COLUMN will appear from time to time an exchange of ideas which will be helpful to the registrar. The editor will receive contributions concerning new devices, forms, short-cuts, and procedures which are being successfully used by the contributor.

ARKANSAS STATE COLLEGE installed the first Junior Dexigraph Machine in the state for the purpose of duplicating records. This machine reduces considerably the labor involved in making official transcripts and report cards for students.

ASBURY COLLEGE has made up a table of quotients which can be used in determining the scholastic standings except where the totals involve fractions. Quantity hours run from 1 to 194; quality points run from 1 to 582. For information concerning these tables inquiries should be addressed to Helen Bishop, Asbury College.

At the UNIVERSITY OF MAINE final grade report blanks ($5\frac{1}{2}'' \times 13\frac{1}{2}''$) are sent out to the instructors at the end of the semester in specially prepared long envelopes, *without folding*. The instructors are requested, through directions on the face of the envelopes, to return the report blanks, *without folding*, in the same envelopes. Several envelopes are furnished the instructors, who send in their reports one at a time, or as fast as their examinations are completed. The envelopes are printed with a large return address.

By this method the reports are easier for the instructors to fill out, as there are no creases caused by folding, and they are easier for the Registrar's force to enter and to file.

The envelopes, which measure $6'' \times 14''$, are used repeatedly until worn out. Samples can be obtained from Registrar James A. Gannett.

The ARKANSAS POLYTECHNIC COLLEGE has adopted the Leica Camera and additional equipment necessary for duplicating records by the Photostatic Method.

The UNIVERSITY OF TEXAS has available a limited number of mimeographed descriptions of procedures of IBM tabulating equipment which is used in that office.

The WHEATON FACULTY has voted to report absences to the Registrar's office only when the limit of allowed absences has been reached instead of daily. This change has been installed to effect the saving in clerical help.

After several years of experimentation in the physics department and an investigation of various types of duplicating machines, all of which

are too expensive to include in a limited budget, OCCIDENTAL COLLEGE has made an arrangement with a blueprinting company in its community which is giving excellent service on making photostatic copies of records. Registrar Florence Brady recommends such an arrangement for small colleges which might have access to such service by a reliable commercial firm.

ILLINOIS STATE NORMAL is installing a new Dexigraph machine and all the other equipment needed in the making of photographic transcripts. Registrar Elsie Brenneman reports that the money received in the last few years for second copies of transcripts more than pays for all the new equipment.

Registrar William R. Howell of WASHINGTON COLLEGE is among those who report as being helpful the Monroe Calculating Machine. In many institutions this machine is used in conjunction with other offices of the University. Mr. Howell also recommends the Dandy Envelope Sealer.

Registrar Marjorie Cutler reports that the UNIVERSITY OF DENVER has installed a Dexigraph Machine for the reproduction of transcripts.

Registrar Ralph Yakel of JAMES MILLIKIN UNIVERSITY has compiled comprehensive data concerning the ability and subsequent records of freshmen entering in September 1934. This report gives the rankings on the American Council Test for all freshmen, for those who remain during subsequent years, and for those who withdrew. It also gives the comparison of the records of the highest and lowest 25 students with the rank on the psychological and English achievement tests and the college grades. Mimeograph copies of the report can be obtained from Mr. Yakel.

REPORTED TO US

PRESIDENT EDITH D. COCKINS announces the appointment of the following Committee on Local Arrangements for the New York Convention:

Mr. Edward J. Grant, Columbia University, Chairman.
Mr. Henry G. Arnsdorf, New York University.
Mr. Frank H. Hagemeyer, Teachers College, Columbia University.
Mr. George H. Dwenger, Long Island College of Medicine.
Mrs. Mary E. J. Lehn, Hunter College.
Mr. Wilbur F. Kerr, Princeton University.
Mr. Luther H. Martin, Rutgers University.

The 1939 Convention of the American Association of Collegiate Registrars will be held in New York City, April 25-28 inclusive. The Hotel Commodore, 42nd Street at the Grand Central Terminal, has been selected as the Headquarters.

Editor Millard E. Gladfelter represented the Association on the Committee on Publications for the American Council of Guidance and Personnel Associations. This committee met in New York to discuss the future policy of the magazine *Occupations*.

The Horace H. Rackham School of Graduate Studies at the University of Michigan has moved into the new building, which was built by gifts approximating two million dollars.

Connecticut College has begun construction of the Frank Loomis Palmer Auditorium, which has been made possible by the \$500,000 bequest of the late Miss Virginia Palmer. Work on the construction of the new Chapel, which is the gift of Mrs. Mary Harkness, has also been begun.

At the annual meeting of the Board of Trustees, held June 4, 1938, President McClelland of McMurray College announced that Mr. McMurray has deeded to the College property estimated to be worth \$1,000,000, the largest single gift the College has ever received. This brings the total of Mr. McMurray's gifts to the College close to \$2,000,000.

Pomona College has received a gift totaling approximately \$138,000 from the estates of Captain and Mrs. Robert Minor for the Westergaard Memorial Art Fund.

Gifts to Northwestern University for 1937-1938 total \$2,234,606.

Through generous gifts from Mr. John Shepherd and the Hayden Foundation and Alumni it has been made possible for Boston University

to begin work on the construction of a \$1,150,000 building for the College of Business Administration.

The Blue Mountain College of Blue Mountain, Mississippi, has also received a Carnegie Music Set valued at \$2500, which has been added to the library of the Department of Music.

Little Rock Junior College reports a gift from the Carnegie Corporation of a Junior Music Set, which includes a phonograph, records, cabinets, albums and index cards.

Registrar J. P. Mitchell of Stanford University has been Secretary and Treasurer of the Special Faculty Committee, which organized the new University Division. This department permits students of distinctly superior ability to proceed directly toward the degree of Master of Arts, or other advanced degrees, without obtaining the degree of Bachelor of Arts or without having necessarily conformed to the requirements for this degree or for the Lower Division. The plan involves the preparation of an individual program of study; careful, personal consultation with members of the faculty in charge of the field chosen; maintenance of a high standard of scholarship; and final approval of the program by the University Committee on Graduate Study as acceptable for the advanced degree desired.

A committee of the faculty of Boston University is studying entrance and degree requirements with a view to such changes and alterations as would be in keeping with present-day trends. The committee will report sometime during the current year.

By act of the Louisiana State Board of Education in February 1938, Southeastern Louisiana College became a four-year institution with the right to grant B.A. and B.S. degrees.

Asbury College has changed from the semester to the quarter plan. Dean Heston reports that the anticipated advantages are: easier to keep institution on a cash financial basis; better co-ordination between school calendar and vacation and holiday periods; summer quarter becomes a session more nearly approaching the work of the regular quarter.

Earlham College has adopted, beginning next year, a Unit Fee Plan, which abolishes separate fees for laboratory courses, applied art, shorthand, typewriting, and for extra hours beyond the normal program. Instead, an incidental fee of \$15 is to be paid by all students.

The new system is designed to enable a student to choose his educational program according to his needs and interests without the necessity of considering special fees in particular courses. This plan will greatly simplify bill-making and bookkeeping and makes it easier to explain the rates to

prospective students so that they can understand exactly what their college expenses will be.

Several persons reported a very successful summer attending the course conducted by Registrar E. J. Mathews of the University of Texas. Sixteen active and prospective registrars enrolled for the course.

St. Louis University offered during the past summer session two courses which were designed to interest deans, registrars and college administrators. The titles of the courses are, "*Functions of the Dean and Registrar*" and "*Conference Course in Major Problems of College Administration*."

In order to furnish students of exceptional ability an opportunity to develop their intellectual powers through their individual initiative and self-reliance, John B. Stetson University has initiated honors course work. Honors course students will be under the general supervision of a faculty committee on Honors Work.

Occidental College has instituted a new plan of undergraduate study. The major considerations and objectives of the curriculum reorganization are:

1. To decrease the number of courses carried by a student during any one semester.
2. To provide for independent study under faculty guidance and for greater faculty-student contact and conference.
3. To place emphasis in departmental offerings on significant courses (either by reducing the number of courses offered by departments or by a reorganization of the materials therein) and thus to reveal the inter-relationships of materials.
4. To develop within the lower division (the freshman and sophomore years) the beginning of the approach to the recognized collegiate objective, and to provide a better basis both for effecting the transition from secondary school instruction and for building upon its achievements.

In order to raise the standard in the use of written English, Earlham College is inaugurating an achievement test in English Composition. Those who fail to pass the test at the close of the second semester will receive an Incomplete in the course, to be removed by taking a non-credit course in the subject in the first semester of their sophomore year, in preparation for passing the achievement test.

This test will supplement the Junior Oral Examination, started two years ago for the purpose of raising the standard of performance in the oral use of English.

Fullerton Junior College is offering five technical curriculums to be given in its new Technical Industries Building on its new campus. Each technical curriculum may be considered as composed of three parts:

1. Subject matter and shop work designed to furnish the information and skill necessary to hold a job in a particular type of industry.
2. Related subject matter to give the student a preliminary understanding of theory which underlies his practical work and which will furnish a considerable breadth of information in a family of industry.
3. A few short general education courses for personal efficiency.

Pasadena Junior College has this year taken over the Muir Technical High School, which now becomes the West Campus of Pasadena Junior College. This school is organized on the 6-4-4 basis. It includes the last two years of high school and the first two years of college, functioning as a four-year unit. The enrolment for 1937-1938 was 4522 in regular day classes and is expected to reach 6000 in 1938-1939.

Dr. Walter Crosby Eells has accepted an appointment as the first Executive Secretary of the reorganized American Association of Junior Colleges, now in its nineteenth year. Reorganization has just been effected in accordance with a plan proposed at the annual meeting held in Philadelphia in March 1938.

The reorganization provides for a national headquarters directed by an Executive Secretary, which opened September 1, 1938, at 744 Jackson Place, Washington, D.C.

Since 1922, Dr. Doak A. Campbell has been Secretary. Increasingly important duties at Peabody College, however, particularly since his promotion to the Deanship of the Graduate School, have compelled him to resign his active connection with the Junior College Association. During Dr. Campbell's secretaryship the number of junior colleges in the United States has grown from approximately 200 institutions to 553 in 44 states. During the same period the enrolment in these institutions has increased from 16,000 to more than 136,000.

Four years ago McGill University set up a Scholarship Committee to co-ordinate and reorganize the general scholarships policy of the University.

One result of this committee's many activities has been the establishment of new University Entrance Scholarships. The University awarded six of these in 1936, six in 1937, and will probably award about six this year. The scholarships are open on equal terms to boys and girls of any public or private school and are renewed annually until the holders graduate, that is, if their records at the University justify such renewals.

Each candidate for one of these scholarships is required to take a competitive examination, the subjects being a compulsory essay and any three

additional papers chosen by the candidate from a list of subjects covering the usual high school curriculum. In making the award the Committee takes into account the results of this examination together with the complete school record of the candidate and a confidential report from the school principal. If possible, the likely winners are interviewed before the final selection is made.

The maximum value of these University Entrance Scholarships is normally \$300 a year. Financial need plays no part in determining the winners, but it may determine the amount of the award, which is not made public. If \$300 a year is insufficient to enable a winner to attend the University, an additional bursary or grant-in-aid may be added.

The University records of five of the six 1936 winners have been excellent. The Committee is well satisfied with the general plan but is carefully considering criticisms and suggestions for improving its examinations as instruments of selection.

It might be of interest to add that the examinations have attracted a number of American candidates and that this year the only scholarship awarded thus far has gone to the daughter of a missionary in China, who wrote the examination there.

A number of lesser awards, not generally carrying the status of a University Entrance Scholarship, are awarded on the basis of the result of the same competitive examination.

An outline of the scheme is given in the Scholarships Announcement, which the Registrar, Mr. T. H. Matthews, would be pleased to send to anyone who might be interested.

St. Ambrose College, at Davenport, Iowa, has instituted a course in Fundamental Philosophy, which is required of all freshmen. It also extended a two-year course in religion, required of all Catholic students, to a four-year course.

Acadia University celebrated its Centennial from August 24 to 28. The program included convocations, addresses by presidents of Colgate, McMaster and Mount Allison Universities and Colby College, and the unveiling of memorial tablets.

Horton Academy, the official preparatory school of Acadia University, was founded before the University itself. It has a history of 110 years.

At the annual Kentucky Educational Conference in October, there will be a panel discussion on the procedures being followed by Kentucky colleges in the counseling, guidance and instruction of the low ability freshmen.

On June 30 President Zook, of the American Council on Education, reported the following grants to the Council:

From the Carnegie Corporation

\$5,300 for the work of the Committee on Modern Languages (\$2,500 for the work of R. H. Fife; \$2,800 for the work of E. L. Thorndike).

\$5,700 for the work of the Committee on Modern Languages.

From the General Education Board

\$38,000 for the work of the Committee of Twenty-One in the conduct of the Co-operative Study of Secondary School Standards, for period July 1, 1938, to December 31, 1939.

\$12,000 toward the support of the proposed Association of School Film Libraries, together with an additional amount not to exceed \$6,000 on a dollar for dollar basis received from other sources. Available until June 30, 1939.

\$1,500 for fellowships to be available during the present calendar year for attendance of holders at the summer workshops of the Progressive Education Association; group to be chosen by the Council's Motion Picture Project.

\$9,000 for the work of the Committee on Co-ordination and Implementation of Findings of Educational Research. Available from July 1, 1938, to June 30, 1939.

\$66,000 for the support of a Co-operative Experimental Project in General Education on the Junior College Level. Available for three years from July 1, 1938.

\$30,000 for support of the Financial Advisory Service for two years beginning September 1, 1938.

Meetings and Conferences

A NEW ORGANIZATION to be known as the *Conference of Registrars of the Chicago Area* has been formed at the suggestion of Ernest C. Miller, University of Chicago. The first meeting, which was attended by twenty-one representatives, was held at De Paul University. Mr. E. C. Miller was chosen Chairman; Mr. John McHugh, of De Paul University, Chicago, Vice-Chairman; and Miss Frances McElroy, National College of Education, Evanston, Secretary.

The purpose of the Association is to provide by means of conferences, which will be held four times during the academic year, an opportunity for informal discussions of problems of common interest to the registrars of the Chicago area.

The programs will be planned by the executive committee and the group will meet in different colleges in this area. A social meeting will follow

the professional meeting and those who wish to do so may have dinner together.

The *Virginia Association of Collegiate Registrars* met at the College of William and Mary, Williamsburg, Virginia, on Saturday, April 30, with twenty-seven members present, representing fourteen colleges. Miss Kathleen Alsop, of William and Mary College, presided. President J. S. Bryan welcomed the members of the Association, and Dr. K. J. Hoke, of William and Mary, spoke on New Methods of Accrediting. Mr. E. L. Mattingly, of Washington and Lee University, gave a summary of the meeting of the *American Association of Collegiate Registrars* at New Orleans. Mrs. Bernice D. Lill, of Sweet Briar College, reported on the work of the Committee on the State Testing Program. There was a round table discussion of practical methods and procedures in registrars' offices, with an interesting exhibit of the record forms in actual use in the colleges of the state and of equipment particularly suited to the registrar's office.

The following officers were elected for the coming session: Miss Fanona Knox, of Hollins College, President; Mrs. Nannie Mae M. Williams, of Mary Washington College, Secretary.

The annual meeting of the *Colorado-Wyoming Association of Registrars* was held at Regis College, Denver, Colorado, on May 14. At the morning session there was a report and discussion on some phases of the work of the High School-College Relations Committee by representatives of the Colorado Association of Secondary School Principals and the Registrars' Group. The following persons participated in the discussion: Principals A. A. Brown, of Fort Morgan, O. S. Ikenberry, of Delta, W. S. Roe, of Colorado Springs, Registrar Roy Carson and Dr. J. Heilman, both of Greeley, Colorado. Sister M. Vivian, of Loretto Heights College, read a paper on College Catalogs.

At the afternoon session Mr. S. J. McCracken, of Colorado State College, reported on the meetings of the North Central Association and Registrar Marjorie Cutler reported on the National Meeting of the *American Association of Collegiate Registrars*. Registrar R. E. McWhinnie, of the University of Wyoming, presented the General Impressions of the Regional Association Program and discussed what he considered a forward-looking policy.

The tenth annual meeting of the *South Carolina Association of Collegiate Registrars* was held at Columbia Bible College on May 6. Delegates from fourteen institutions were in attendance. At the morning session Registrar Prouty, of The Citadel, gave a report of the Freshman Testing Program and Registrar Kelly, of Winthrop College, reported on the annual meeting of the *American Association of Collegiate Registrars*.

A paper on "Personnel Work: A New Answer to an Old Problem" was presented by Registrar W. C. Smyser, of Miami University. This paper was followed by a general discussion and an open forum.

In the afternoon the registrars joined the *South Carolina Association of College Teachers of Education*. To this joint meeting Doctor J. McT. Daniel, Professor of Education at the University of South Carolina, presented a paper on "Professional Preparation of Teachers in South Carolina." Mr. W. C. McCall, Director of the Personnel Bureau of the University of South Carolina, gave a demonstration of the Test-Scoring Machine.

The following officers were re-elected for the coming year: Registrar G. E. Metz, of Clemson College, President; Registrar C. A. Haskew, of Lander College, Vice-President; Miss Miriam Holland, of the University of South Carolina, Secretary; Mr. D. R. Turner, of the Textile Industrial Institution, Treasurer.

A copy of the proceedings can be obtained by request to the secretary.

The *Seventh Educational Conference*, which will be sponsored this fall by the Committee on Measurement and Guidance of the American Council on Education, the Commission on the Relation of School and College of the Progressive Education Association, the Co-operative Test Service, and the Educational Records Bureau, will be held at the Hotel Roosevelt in New York City on October 27 and 28 and will be open to all educators, whether or not they hold membership in the sponsoring organizations. About eight hundred educators, principally from private schools and colleges, attended this conference last fall.

Personals

HOWARD E. MILLER has been named Registrar and Director of Personnel at Illinois Wesleyan University. Mr. Miller holds a Master's Degree from the University of Iowa and has formerly taught in high schools in Iowa and Missouri. He succeeds Professor William T. Beadles, who will become a full-time Professor of Economics. Mary Freehill has also been appointed to succeed Martha Ward Cottman as Assistant Registrar at Illinois Wesleyan.

Helen K. Davis, Assistant Registrar of the National College of Education, Evanston, Illinois, is on a leave of absence during the first semester 1938-1939.

Dorothy Gehlbach is retiring as Registrar of Lindenwood College, St. Charles, Missouri. She was succeeded, on July 15, by Sarah Ostner, formerly an assistant in the Office of the Registrar of the University of Missouri,

Dr. Wray M. Congdon, Director of Admissions at Lehigh University, has been named Dean of the College of Liberal Arts and Sciences to succeed Dr. Max McConn, who has been named Dean of Washington Square College of New York University. Dr. Congdon has been active in the affairs of the Association and participated in the New Orleans program.

Carl M. Franklin, Registrar Comptroller of the University of Alaska, is on a leave of absence to do graduate work at Harvard and Columbia Universities. The Registrar's duties are being handled by Alvin Drennan, Administrative Secretary of the University.

Dr. L. D. Whittemore, who since 1920 has been Registrar and Head of the Education Department at Washburn College, has retired. Dr. Whittemore has had a long and distinguished career in educational work. He is succeeded by Gladys Phinney as Registrar.

Margaret Disert, Registrar and Adviser of Freshmen for the past ten years at Wilson College, has been appointed to succeed Lillian M. Rosenkrans as Dean. Miss Disert received her A.B. from Wilson and her A.M. degree from Columbia University.

Mr. A. E. Kent, Registrar at State Teachers College at Minot, North Dakota, has succeeded Sophia Uhlken, former Registrar of the Nebraska State Teachers College at Chadron, who resigned to become Mrs. Gerald L. Whiting. Mr. Kent is succeeded at Minot by Thomas Jenkins, who was formerly a teacher in the Industrial Arts Department.

Carmerl Discon has been appointed Assistant Registrar in the College of Arts and Sciences, at Loyola University. Miss Discon received her A.B. and A.M. degrees from Newcomb College, New Orleans, and for several years taught Latin at the Gretna High School, Gretna, Louisiana.

On June 1 Dr. J. A. Keller became President of Florence State Teachers College, Florence, Alabama, to succeed Dr. Henry J. Willingham, who has served as President of the College for the past twenty-five years.

Professor H. H. Armsby, Registrar and Student Adviser of the Missouri School of Mines and Metallurgy, was one of seven educators recently elected to the Council of the Society for the Promotion of Engineering Education at the National Meeting of the Society, held at College Station, Texas.

The Society has a membership of over three thousand throughout the United States, Canada, and foreign countries, and consists of teachers and administrative officers in engineering schools and colleges, and many others in industry who are interested in engineering education. The Council is charged with the determination of policies of the Society and the general conduct of its affairs. Professor Armsby is a past president of the

Missouri Branch of the Society and also served as Secretary of the Missouri Branch for one term.

Mr. C. C. Corgon, for many years Registrar of the College of the Pacific, Stockton, California, and the former President of the Pacific Coast Association, has been appointed Dean of Instruction at Stockton Junior College, the lower division of the College of the Pacific.

Gladys Irene Poole has been appointed to an Assistant Registrarship, Kansas State College, succeeding her sister, Elizabeth Poole, who resigned July 1, 1938.

Dr. Kilby, former Registrar of the Junior College at Rochester, Minnesota, and recently Assistant Dean of Men at Wheaton College, has been made Examiner of the College. Dr. Kilby returns to Wheaton after a year's leave of absence, during which time he studied at New York University.

In recognition of ten years of service as Registrar of Wheaton College, Enock C. Dyrness was honored at the commencement exercises in June, by election into the Wheaton College Honor Society. The faculty and staff also presented him with a twenty-one jewel watch suitably inscribed. He became Registrar January 1, 1928, after four years of service on the faculty, during which time he served on the Schedule Committee. In October, 1934, he was also given the title of Vice-President in Academic Administration.

Dr. J. B. Schooland has been appointed Associate Counselor at the University of Colorado. He will assist Fred E. Aden, who is Registrar and Counselor.

Dr. Paul John Ketrick, former professor of English at St. John's University, Brooklyn, New York, became President of Loretto Heights College in September. He will be the first layman to hold this position at Loretto Heights College. He succeeds Mother Ann Frances, who has been President since 1934. Mother Ann Frances will become Regent of the faculty.

Joy Secor is returning this year to the Registrarship of Smith College after one year's leave of absence, during which time she took a trip around the world.

Ralph Wesley Taylor, for nineteen years Registrar of the College of Liberal Arts of the Boston University, has been appointed Dean of the College.

Registrar C. A. Serenius of Augustana College has been appointed Assistant to the President in charge of Alumni and Public Relations. Godfrey W. Swanbeck, of George Williams College, will succeed Dr. Serenius as Registrar.

Stephen Rice has been appointed as Assistant to the Registrar of the University of Michigan. Mr. Rice received his Bachelor's and Master's degrees at Michigan.

Rev. E. A. Fitzgerald, Director of Studies and Registrar, Columbia College, Dubuque, Iowa, was awarded the Honorary Degree of Doctor of Laws at a summer convention of Loyola University, Chicago, Illinois.

Jennie Lee Hunt, former Assistant Registrar, has been appointed Registrar of Blue Mountain College, Blue Mountain, Mississippi.

Dean Arthur R. McDowell, of the College of Physicians and Surgeons of San Francisco, passed away on May 14, 1938.

Dr. J. A. Swindle of Westminster College, New Wilmington, Pa., has relinquished his duties as Registrar to become Professor of Physics and Head of the Department. Isabelle Ramsay is assuming the duties of the Registrar.

Felicitations were received on all sides by Registrar Frank T. Barnard, on August 15, as he celebrated his thirtieth anniversary in the important post with the State College. Many of the members and former members of his staff remembered him with cards, flowers and other tokens of good wishes.

Dr. C. H. Robison, who during the past fifteen years has been the Associate Director of Admissions at the University of California at Los Angeles, retired from his administrative duties on July 1 to become a lecturer in Education at the University. He is succeeded by Elizabeth Roberts on the Los Angeles campus and Sue Love on the Berkeley campus. Dr. Merton E. Hill is the Director of Admissions for both Universities.

Registrar J. G. Stipe of Emory University, Atlanta, has been made Director of Admissions. Mr. Stipe assumes these responsibilities in addition to those of the registrarship. During the past year he has been Acting Dean of the College of Arts and Sciences in the absence of Dean Goodrich C. White, who was in Europe on a Rosenwald Fellowship.

Gertrude M. Buseey has been appointed Business Manager of the State Teachers College at Salisbury, Maryland.

James C. Shelburne, Secretary of Mercer University, has returned to office after a two years' leave of absence, during which time he was pursuing graduate studies at the University of Chicago.

Dr. John R. Richards, formerly Director of Admissions at Wayne University, has been appointed Assistant Director of the Division of Student Personnel in charge of registration.

John W. Baldwin has relinquished his duties as Registrar and will henceforth be a full-time member of the Department of Mathematics.

On August 1 Dr. Elam J. Anderson became President of the University of Redlands. He was formerly President of Linfield College at McMinnville, Oregon.

On August 6 Registrar Irene M. Davis of Johns Hopkins University was married to Dr. Alsoph J. Corwin, Associate in Chemistry at the University. Miss Davis is Secretary and Treasurer of the *Middle States Association of Collegiate Registrars* and has edited proceedings of the meetings for the Association. She was graduated from Goucher. Dr. Corwin was graduated from Marietta College and received his Doctor's degree at Harvard.

RECOMMENDED FOR READING

"I Didn't Have a Teacher's Certificate," Anonymous. *Harpers*, No. 1053, February 1938, p. 290.

The author is a professional musician with extensive training, who has appeared as a recitalist with evident success. Retiring into a rural community, she was asked to assist in the preparation of a commencement program. Success in this venture led the school board to ask her to teach music in the schools on a part-time basis. The remainder of the article is an explanation of the unsuccessful efforts she made to obtain certification. In refusing certification the state official is quoted as stating, "It isn't a question of ability, it's a question of hours. You have to have credits for a certain number of hours. It doesn't matter how well you teach. If you haven't had three semester hours in methods, I can't pass you." Not being a college graduate, she received credit in French and German since she had tutored in these subjects. No credit would be given in English although she was a contributor to various magazines. Twelve hours of credit were granted in music but no more, since the maximum allowance in music was that amount. The explanation given was, "Twelve credits give you all the music you need."

Experiences in summer school in connection with her quest for credits to satisfy the certification demands would be humorous if they were not an indictment of present requirements in many states. Those who have to deal with certification specifications in any subject would appreciate the entire article.

"The College President," James L. McConaughy. *Educational Forum*, Vol. II, No. 4, May 1938, p. 367.

This summary of the college president includes interesting data on that office. The illustrations are concrete examples of various presidents and institutions of the present period. The term president dates back to the founding of Harvard and is used in most institutions, although a few officers are known as chancellors, provosts or principals. Formerly most presidents were ministers, but today they are drawn from various fields, such as education, business, public life, deanships and professorships. As a rule presidents do not change from one institution to another as much as formerly, and selection is frequent from among those on the ground. In a recent study of seventy new presidents less than a third had the Ph.D. degree; seventeen had no degree beyond the A.B.; only seventeen were Phi Beta Kappas; thirty-one were in *Who's Who*; seventeen were

alumni of the colleges to which they were elected; and in age they varied from twenty-nine to sixty-six, the average being forty-six.

The different methods of appointment are given. Salaries are quoted for several institutions and seem to range from \$1700 to \$30,000 or better. The average term of office is about four years and about fifty presidents are elected each year. Other material presented includes what presidents do after retirement, pension provisions, relations to students and leadership. Since so many presidents are included in the examples given, the article is worth reading. Perhaps your own president is one of the many mentioned.

"College Achievement of Lower Group Secondary School Students," Franklin Irvin Sheeder. *Journal of Educational Research*, Vol. 31, No. 7, March 1938, p. 497.

Since 1929 Ursinus College has admitted those students on certificate who ranked in the upper two-fifths of the high school class. Applicants from the lowest third are required to furnish additional evidence of eligibility for entrance through various tests administered by the college. While the number of these lower group students is limited, the following conclusions were obtained:

1. About 50 per cent of the lower group did satisfactory work in college, which raises the question as to whether admission should be denied on class rank alone.
2. Lower group students from large public high schools or good preparatory schools appear to be better risks than lower group students from small town or rural schools.
3. Lower group students with well-defined purpose patterns or vocational interests have a better chance of surviving through college.
4. College failure of lower rank students in one institution is not always an indication of failure on transfer to other colleges. Caution is advised in attaching too readily the stigma of failure to students. It should be made less difficult for failing students to transfer to other institutions.

"The Closing Door," Raymond L. Kendall. *The Journal of Higher Education*, Vol. IX, No. 5, May 1938, p. 256.

The situation in New England indicates a tendency for secondary school teachers to be prepared in state-controlled institutions instead of in the liberal arts colleges. When the normal school was established its function was to prepare elementary school teachers, but gradually it has extended the field to include secondary school preparation as well. The author dwells on the powers of the state departments to create demands for certification that are difficult to fulfill if course requirements for degrees are also to be

satisfied. It is pointed out that a wide variation in certification exists in the New England states. Rhode Island with its 400 clock hour requirement in practice teaching effectively shuts out the liberal arts college graduate from any immediate entry into teaching. New Jersey is another state whose requirements for teaching are such that few, if any, liberal arts colleges can meet them. It is suggested that secondary school teachers in the future may be trained in one of several ways: by the private college acting independently; by the state in a state-controlled institution; by the state with a fifth-year probationary system; by the state and the private institution co-operatively; and by the requirement of a fifth year of graduate work and practice teaching.

"Selected References on Statistics, the Theory of Test Construction, and Factor Analysis," Frances Swineford and Karl J. Holzinger. *School Review*, Vol. XLVI, No. 6, June 1938, p. 463.

A bibliography selected from issues of educational and psychological journals from March 1937 to February 1938, inclusive.

"Policies of Admission," Alan Valentine. *School and Society*, Vol. 46, No. 1200, December 25, 1937, p. 809.

This paper concerns the trials and tribulations of admissions officers, the attitude of various groups toward them, the type of individuals in these positions, and a summary of what should constitute a good admissions policy.

"A Study of the Presidents of Four-Year Colleges in the United States," Luther E. Warren. *Education*, Vol. 58, No. 7, March 1938, p. 425.

A study based on biographical sketches given in various directories. The average president is between fifty and fifty-five years of age and has held office about fourteen years. The majority were previously in educational work, some in the ministry and a few had been lawyers, editors and specialists in various fields. Of the 481 individuals in the study, about one-third have no earned degree above the baccalaureate. However, 64 per cent of this group have honorary degrees. The question is raised as to whether title held in such great honor is in danger of becoming a gesture of fraternal bestowal. In some denominational colleges "reciprocal courtesy" is exercised. One-third of the honorary degrees came from institutions which are not recognized by national accrediting agencies.

A list is included of those institutions that have granted the highest earned degrees to college presidents.

"Ten Principles of Teacher Certification," Harold J. Bowers. *The American School Board Journal*, Vol. 96, No. 16, June 1938, p. 41.

Since the matter of teacher certification is open to considerable discussion at the present time, it is interesting to note the opinions on this subject by a certification officer himself. If the principles outlined could be seriously considered by other departments, they would go far in relieving the confusion that exists at the present time. The principles proposed are:

1. The certification of teachers is a function of the state and should never be delegated to local authorities.
2. The certification authority should be vested in the state directors of education.
3. Certification laws should grant general authority and not emphasize detail which would prevent flexibility in administration.
4. Certification regulations should be simply and easily administered.
5. Certificates should not be limited to specific subjects but issued for fields or areas of teaching.
6. All original certificates should be provisional.
7. Original certificates should be issued only upon the recommendation of the teacher-training institutions, but the certification authority should reserve the right to administer an examination to applicants.
8. Permanent certificates should be granted to none except those who have served a satisfactory period of professional apprenticeship.
9. Certification regulations should provide for a free movement of teaching talent across state lines.
10. Certification regulations should provide for a thorough check into the applicant's character, personality and health at each certifying period.

"Counterfeit Degrees," Walton C. John. *School Life*, Vol. 23, No. 7, March 1938, p. 245.

Over a number of years approximately fifty institutions of the "diploma mill" variety have been brought to the attention of the writer. Other institutions whose courses are of little educational or professional value indicate that fraudulent institutions still exist. The author quotes from the literature published by some of these schools summarizing the courses offered and the cost of the various degrees, which in one case amounted to \$80 for the doctorate.

The solution of the problem includes more stringent laws by the various states. There are still seventeen states which have no effective laws on the subject. The conclusion is that until complete legal control and supervision of degree-granting institutions are obtained in every state, the reputation of higher education will continue to be injured, not only in

this country, but in those lands where higher education and higher degrees have great significance.

"College Football Costs," Ernest H. Wilkins. *School and Society*, Vol. 47, No. 1212, March 19, 1938, p. 381.

Data are presented from a study including about twenty independent colleges on the income and expenses of college football. The average income is \$6,637, compared with an average expense of \$8,380, which leads the author to conclude that "in the great majority of the colleges of the country as a whole, the football program is not only a source of support for the other athletic programs, but is itself a direct expense to the college." Some questions raised are whether inter-collegiate football is justified as an educational expense, the athletic budget, the separate athletic associations, the use of seasonal coaches and whether schools should abolish gate receipts, following Johns Hopkins' example.

"Self-Help Colleges," Ella B. Ratcliffe. *School Life*, Vol. 23, No. 8, April 1938, p. 273.

A number of institutions afford opportunities for students to work for part, if not all, of their tuition and living expenses. Most of these schools are in the South. In many of these colleges work is compulsory for all students. The time allotted to labor is about two hours a day. Various industries have been established to supplement the ordinary work about the school in order that the program may include the largest number. The plan followed at Berea is outlined as a typical illustration of the features involved. A number of advantages other than financial have been responsible for the increased number of schools which have inaugurated the system.

"Population Trends and Their Educational Implications" and "From High School to College." *Research Bulletin of the National Education Association*, Vol. 16, No. 1 and 2, January and March 1938.

These two bulletins contain considerable data of interest to college administrators. The first study includes sections dealing with the effect on college enrolments. The second issue deals almost entirely with college problems and includes such sections as "Guidance with Respect to College Entrance," "Entrance Requirements and Admission Procedures," "Introducing the Student to College Life," "The Freshman Curriculum and Methods of Teaching," "The Guidance and Supervision of College Freshmen," "Use of Records in Freshman Guidance," and "Co-operative Attempts to Improve Articulation between High School and College."

"Educational and Vocational Histories of Deans of Men in State Teachers Colleges," William A. E. Wright. *Occupations*, Vol. 16, No. 9, June 1938, p. 859.

A survey of ninety institutions revealed that 22.6 per cent of the deans of men hold a doctor's degree, 69.4 per cent a master's degree, and 8 per cent a bachelor's degree only. The bachelor's degree was obtained at the age of 24.4 years, the master's at 30.6 years, and the doctorate at 36.7 years.

The deans began teaching at 22.2 years and were previously high school teachers, supervisors, principals or superintendents. The initial salary as dean of men was \$2,987 and the present median salary is \$3,140. Indications are that future deans may expect to earn more.

Most of the deans do some teaching, mostly in such subjects as education, psychology, social studies, health and physical education. About 11 clock hours a week are devoted to teaching and 5.5 clock hours a week in conferring with students.

"Campus Activities," Hand, Harold C. (Ed.) New York, McGraw-Hill Company, 1938, p. xvi + 357.

Report and synthesis of a series of studies carried out in 1936-37 by the Student Leadership Seminar at Stanford, under the direction of Professor Hand. The seminar, formed at the behest of a newly-elected group of student leaders at Stanford, found such a paucity of material on many student problems that they set out to gather information for themselves. The familiar questionnaire was their principal tool, and some 1300 people, in 250 or more colleges, cooperated. The results of each investigation are made the basis of a study by one student, and chapter heads include such topics as governing the college campus, social life, conduct, student-faculty relationships, guidance, self-help, college organizations, etc. The chief thesis developed is that, since attitudes, appreciations, and modes of behavior are learned, as well as are information and skills, campus activities are therefore an indispensable part of the learning process of the institution, which must concern itself with every aspect of the student's environment. The student activities program should be so arranged that the college campus becomes, in truth, a laboratory in which the student learns democracy through living as an active, purposeful, and responsible participant in a democracy.

This book is commended to any registrar who feels the urge to perpetrate a questionnaire. He may find that his work has not only been done, but its results so ably interpreted as to make further investigation unnecessary, at least until current practices change. Many administrators and counselors will find much of value in the book.

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Editor's Note: All corrections and additions and all reports from regional meetings should be submitted to Regional Editor Enock C. Dyrness, Wheaton College, Wheaton, Illinois.

DIRECTORY CORRECTIONS

Below are corrections for several listings in the Directory published in the April number of the JOURNAL.

CONNECTICUT

*St. Joseph College, West Hartford, Sister M. Consolata.

MICHIGAN

*Wayne University, formerly College of the City of Detroit, Detroit, J. W. Baldwin.

OHIO

*Oberlin College, Oberlin, Edith Stanley, Acting Registrar.

PENNSYLVANIA

State Teachers College, Mansfield, Isaac Daughton, Dean of Instruction.

*Westminster College, New Wilmington, Isabelle Ramsay, Recorder.

SOUTH CAROLINA

*Woman's College of Furman University, Greenville, Eula Barton.

VIRGINIA

*Madison College, Harrisonburg, Henry A. Converse (formerly State Teachers College).

*Mary Washington College, Fredericksburg, Nannie Mae M. Williams (formerly State Teachers College).

WYOMING

*University of Wyoming, Laramie, R. E. McWhinnie.

CALENDAR

- OCTOBER 21-22, 1938—Colorado Library Association, Boulder, Colorado.
- OCTOBER 27-28, 1938—Illinois Association of Collegiate Registrars, Knox College, Galesburg, Illinois.
- OCTOBER 28-29, 1938—Annual Educational Conference, University of Kentucky, Lexington, Kentucky.
- OCTOBER 28-29, 1938—Annual Meeting Texas Association of Registrars, University of Texas, Austin, Texas.
- OCTOBER 1938—Kansas Association of Registrars, McPherson, Kansas.
- NOVEMBER 4- 5, 1938—Nebraska Association of Collegiate Registrars, University of Omaha.
- NOVEMBER 4- 5, 1938—Minnesota-Dakota Association of Collegiate Registrars, University of Minnesota.
- NOVEMBER 12, 1938—Colorado-Wyoming Association of Registrars, Boulder, Colorado.
- NOVEMBER 14-15, 1938—Pacific Coast Association of Collegiate Registrars, Knickerbocker Hotel, Hollywood, California.
- NOVEMBER 25-26, 1938—Middle States Association of Collegiate Registrars, Haddon Hall Hotel, Atlantic City, New Jersey.
- DECEMBER 2- 3, 1938—New England Association of Colleges and Secondary Schools, Boston, Massachusetts.

EMPLOYMENT SERVICE

Notices must be accompanied by a remittance in full in favor of *The American Association of Collegiate Registrars* and should be sent to the Editor in care of the *Office of the Registrar, Temple University*.

Notices will be inserted in the order of their receipt.

Rates: For four insertions, limited to not more than fifty words, including the address, two dollars. Additional insertions at the regular rate. Extra space will be charged at the rate of five cents a word.

In printing these advertisements the Association assumes no obligation as to qualifications of prospective employees or of responsibility of employers.

In making this page available to those seeking personnel and to those seeking employment, the Association expects that at least some reply will be made to all those answering announcements.

POSITION WANTED:—Employed seventeen years in a college for men. Assistant to President, director of admissions, freshman adviser. Office manager during long endowment campaign, graduate manager of athletics. Experience in public relations, preparation of bulletins, alumni organization. Age forty. Bachelor's degree. Reply R, Care Editor, Registrar's Office, Temple University, Philadelphia. (3)

POSITION WANTED:—Woman desires position as registrar or assistant, or work in admissions office in college or university. Twelve years' experience as registrar in liberal arts college, part-time in teachers college office of admissions this year. Completing M.A. at Teachers College, Columbia University, summer 1938. Reply G, Care Editor, Registrar's Office, Temple University, Philadelphia. (2)

POSITION WANTED:—Registrar, or assistant, in college or university, by a young woman with a B.A., major in Mathematics including Statistics, minors in Economics and English. Student assistant in Mathematics while an undergraduate. Fourteen years' experience in business, last nine as secretary in sales department. Reply F, Care Editor, Registrar's Office, Temple University, Philadelphia. (4)

POSITION WANTED:—Young woman with Bachelor's Degree, one year of graduate work, special business training, desires position as Registrar, Assistant Registrar, Secretary to Dean or President. Five years teaching. Five years in office of Dean and Registrar. Reply S, Care Editor, Registrar's Office, Temple University, Philadelphia. (2)

POSITION WANTED:—Woman with Ph.B. degree now registrar in a western university desires position in college office which will enable her to continue graduate study. Has had considerable secretarial and registrarial experience, and a varied journalistic and teaching experience. Reply B, Care Editor, Registrar's Office, Temple University, Philadelphia. (2)

ADVANCEMENT WANTED:—Registrar or director of admissions in college or university. Secured Ph.D. in education and psychology in 1937. Six years' experience as registrar; four years as professor of psychology and secondary education; two years as high school instructor. Age 35. Married. Reply A, Care Editor, Registrar's Office, Temple University, Philadelphia. (1)

ADVANCEMENT WANTED:—Registrar, dean or director of admissions. Three years' experience as dean and registrar, six years teaching Philosophy, Psychology, Sociology. Research, publications and preparation of bulletins. Reply SB, Care Editor, Registrar's Office, Temple University, Philadelphia. (1)